

**ESSER II – Remaining Balance Non Enrollment
NARRATIVE TEMPLATE
12.14.21**

TAPS: 22A171

LOCAL EDUCATIONAL AGENCY: Orange County Public Schools

For each of the allowable activities authorized under the Coronavirus Relief and Response Supplemental Appropriations (CRRSA) Act for ESSER II, please describe the activities planned by the Local Educational Agency (LEA). 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. No response is required for the allowable uses for which an LEA has no planned activities.

School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.

(1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins 25 Act”), or subtitle B of title VII of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

(2) 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.

1. Administrative Stipends for Principal or Assistant Principal for after hours to provide oversight and supervision for COVID-19 testing. School sites are open 1 day per week from 4- 8pm or on weekends from 10-2 pm in coordination with DOH to provide COVID-19 testing. Staff will be paid their hourly rate of pay for hours worked.

(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

1. Home Visits – High School Pilot – Home visits to connect with students who during the pandemic and continuing into the 2021-22 school year are chronically absent or low performing. High school personnel will make connections to families and mitigate the concerns with academics and attendance.

First Steps will occur during the school day

1. School personnel will make attempts to reach families to address the concerns. This can be done via phone calls, virtual meeting calls, emails, letters and/or face to face meetings to attempt to contact the parent/guardian. This can be teachers, school counselors, SAFE Coordinators, school-based social workers and itinerant social workers. This is part of their job during school hours so no additional pay would be required. It may take multiple attempts to connect with families.
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 - d. What information was shared
 - e. Strategies that will be implemented to address concern
 - f. What follow up is needed
3. Follow up will be conducted to monitor progress
 - a. Individual contacts via calls, emails, letters

Second Steps will occur after hours for families where contact was not able to be made during the day. These can be teachers or resource personnel (school student services team members, resource teachers, classroom teachers, deans etc.) These employees would receive pay.

4. Individual contacts via calls, emails, and letters are attempted to connect with families.
 - a. If contact is not made, then a home visit can be conducted to reach the family.
 - i. Special notes related to conducting home visits:
 1. Home visits are not investigative but rather a way to connect with families and create a plan to address a concern.
 2. Home visits may be “porch” or “curbside” visits to maintain health and safety precautions
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6. If contact is made with family after hours, follow up will be conducted to monitor progress
 - a. Individual contacts via calls, emails, and letters should be made to monitor progress.
7. If no contact is made with family after hours, continued attempts will be made to connect with the family via calls, emails, letters and meeting requests.

District Support for all students

8. Since the itinerant school social worker oversees truancy issues, a point person at the school should be responsible for reviewing the targeted students biweekly with the itinerant school social worker for monitoring and oversight
9. School and district personnel will work collaboratively to ensure that appropriate steps to address attendance concerns are followed.
 - a. School personnel will host Attendance Warning Conferences
 - b. School personnel will host ACST meetings
 - c. Itinerant School Social Worker will complete interventions
 - d. If needed, truancy packets will be created and submitted by itinerant school social worker

(4) 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.

1. 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.
2. 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.
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(5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

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

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

1. Merv HVAC filters - to ensure clean air supply in school settings.

(8) 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 IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(9) 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.

(10) Providing mental health services and supports.

(11) Planning and implementing activities related to summer learning and supplemental after school 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.

1. Virtual tutoring for middle school ELA and Math and high school ELA, Geometry and Algebra for students who are academically behind or need assistance for concordance state cores. This will be in collaboration with local state colleges and universities to provide small group and 1:1 virtual tutoring to meet the schedules of district and college students. iReady, test scores or PMAs will be used to monitor effectiveness of tutoring program.
2. Virtual Tutoring Job Fair – Collaboration between OCPS and local colleges to secure hard to fill tutor positions for after hour virtual tutoring in ELA and Math. College students are being recruited to provide small group and 1:1 tutoring in the virtual environment for students who need assistance ELA or Math who don't have the opportunity to stay after school. Student tutors will be under the supervision of school based coordinators. Student tutors will utilize the districts CANVAS platform. Student data will be monitored for academic achievement through class grades.
3. “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.” Nancy Frey and Douglas Fisher Minority Achievement Office – 2 School Site Resource Teachers to conduct onsite observations during the before after school in acceleration tutoring instruction through pre-teaching standards a week in advance district wide in elementary schools. These resource teachers will ensure program compliance and effectiveness of lesson implementation; constructive feedback will be provided. The School Site Coordinators will be monitoring teacher/student attendance/participation to ensure that a minimum of 90% of confirmed students attend 100% of Acceleration class sessions. Prior to school, a summer Jump Start program is offered for students to pre-teach academics in math.
During summer programs, the Beginning of the Year (BOY) i-Ready diagnostic scores will be analyzed to assess the impact of the Jump Start Acceleration summer instruction. Because one objective of the Summer Jump Start Acceleration program is to mitigate the summer slide (learning loss) experienced by a majority of elementary school students, we are projecting that **at least 67%** of the program participants achieve a BOY i-Ready Diagnostic Scale Score that **equals or exceeds** the prior EOY Scale Score that was used to place them in the program. Continued monitoring of the MOY and EOY i-Ready diagnostics will be conducted to measure the lasting impact of the summer program.

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(12) 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

(A) 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.

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(B) Implementing evidence-based activities to meet the comprehensive needs of students.

1. Supplemental software to support reading for Tier I and Tier II instruction through RAZ Plus. 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-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 can work towards closing the achievement gap and become proficient readers.
RAZ Plus Study

(C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

(13) 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.

(14) 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.

(15) 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.

1. Hard to fill principal recruitment bonus in 5 targeted schools. Supplemental funds to recruit principals with experience in turnaround schools impacting our most vulnerable students. Principals will have a minimum of 3 years' experience with a proven track record of leading a turnaround school.
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social distancing.

4. Overtime as needed for classified staff to provide classroom coverage, front office support, cafeteria duty, contact tracing etc. – extra hours for staff to complete primary work when pulled to cover other areas throughout the day due to COVID related absences or quarantines.
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(17)

**ESSER II Narrative
Academic Acceleration
8/12/21**

The project narrative shall include:

(1) A summary of the district's plan to address learning loss;

OCPS is committed to ensuring every student has a promising and successful future, including access to high quality, technology enhanced, and 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 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.

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 support through differentiated instruction within the core.
- 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 assessment, diagnostic, placement, and progress monitoring practices. Embedded within the Reading 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 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 was created and delivered leading into the 2021-2022 school year 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.

Ongoing professional development that will address student-learning loss included with the OCPS IMPACT (Instructional Mastery of Pedagogy and Curriculum Training series).

- Preplanning PD included 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 Reading Curriculum Resource Materials (CRMs).
- Coach Orange Professional Development based on the Science of Reading for Early Childhood and Elementary Coaches.
- Professional Development and school-based support for Intensive Reading teachers, MTSS coaches, Support Facilitators and Learning Strategies teachers.
- 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 Team

The district has developed a K-12 MTSS and Interventions team that 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.

- Six (6) district Intervention team members
 - 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
 - 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.

(2) Identify the pre- and post- assessments that will be used to assess students' progress;

- i-Ready Diagnostic/Progress Monitor
 - 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.
 - Algebra Students will complete IXL diagnostic 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.

Charter school pre-post assessments will be submitted to the district and state for final approval in accordance with applicable federal requirements. Examples include the following:

Cambium Adoptive Progress monitoring tool
 i-Ready progress monitoring
 District provided PMA
 Math/Reading and Science NWEA
 Top Score Writing
 Achieve 3000
 Qualitative Reading Inventory
 Mastery Connect
 MAP

(3) Identify the evidence-based interventions that will be employed to meet the comprehensive needs of students by using in classroom instruction, both during and outside of the regular school day and year;

To meet the comprehensive needs of students, they will receive targeted instruction 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 and High School Reading Intervention), Symphony Math, TransMath, and IXL (Select Math courses). In addition, charter schools will utilize many of the district-identified interventions in addition to Lexia Reading, Readworks, and FCRR, Leveled Literacy Interventions. Services will be provided during tutoring, push-in/pull in instruction, and during Rti/Multitiered System of Supports.

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.

(4) Describe how the district will ensure that classroom teachers will receive or have received professional development on the use of a multi-tiered system of supports;

The district provided professional development sessions:

- Overview of MTSS and training for MTSS school-based leaders. The overall goal is to enhance the capacity of school personnel to successfully implement and sustain MTSS with fidelity.
- MTSS open office hours are provided to assist coaches and school leaders with resource and implementation support.
- The district will host four IMPACT professional development sessions that will provide an in-depth analysis of the essential components of MTSS, and best practices to accelerate and maximize student academic and social-emotional outcomes through the application of databased problem solving.
- Face-to-Face visits and virtual meetings are held to address site specific concerns, and tracked through our MTSS/Intervention logs.
- Meetings are held with each Learning Community Area Superintendent to introduce and sustain the above process.

(5) Describe how the district will provide information and assistance to parents on how they can effectively support students.

The district has a robust plan for empowering families to support students and mitigate learning loss. This begins with all schools' access to comprehensive student information through the OCPS Parent Portal. The OCPS Parent Portal provided parents' access to our Student Information System, Skyward

and our learning management system Canvas. Announcements are posted in the OCPS Parent Portal with suggestions for families regarding engagement of their child's school year through six areas of learning.

1. Getting Ready
2. Starting Strong
3. Monitoring Progress
4. Making Choices
5. Finishing Fierce
6. Staying Sharp

OCPS Parent Portal announcements are coupled with SMS and email reminders through our mass notification system Connect Orange. Social media posts also provide just-in-time reminders and suggestions on how to effectively support students.

To target learning loss all schools explain MTSS and interventions available to students during the first week of school using a brochure. As the school year progresses, parents are informed of interventions used and the progress every four weeks for Tier 3 interventions, and every six to eight weeks for students receiving Tier 2 intervention support.

Parents are empowered to continue portions of intervention at home such as the use of adaptive software and are supported with on-demand resources. On-demand resources can be found at <https://digital.ocps.net> and include parent tech tips, training, and guides on how to use instructional software and tools at home.

At-risk schools employ Parent Engagement Liaisons who continually engage and support families in learning with their children. Parents requiring support that is more intensive are encouraged to attend regional Engage 360: Learn Where You Live and Parent Academy events, which provide live workshops on topics such as educational standards, support services, and ways to help your student at home.

The district supports parents' academic learning opportunities to support students and families through three Saturday Parent Academies. Parent Academies offer a wide selection of sessions to build capacity in families. Parents have the opportunity to choose two engaging hands on sessions facilitated by district and community experts. Sessions are provided in six languages to meet the needs of the diverse families in Orange County. Select sessions target ELL and ESE families to address the needs specific to these students and families. Six evening workshops are also included for all families based on topics self-selected. These workshops provide smaller classes opportunities for interaction and modeling of strategies to ensure parents have the skills to support their students at home. New for 2021-22, parent offerings include an Engage 360- lunch and learn sessions. These live sessions, via Facebook Live, will give all families opportunities to participate in engaging academic workshops during the lunch hour. All three learning opportunities are recorded and posted on the district parent and family engagement website for future viewing.

Program Name

TAPS 22A173

Elementary and Secondary School Emergency Relief (ESSER II) Fund under the Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act, 2021 – TECHNOLOGY ASSISTANCE

The Technology Assistance allocation is for the costs associated with purchasing educational technology, including hardware, software and connectivity, for students that aid in regular and substantive educational interaction between students and their classroom teacher, including low-income students and students with disabilities which may include assistive technology or adaptive equipment.

The project narrative shall include a description of the educational technology needs of the students in the district, the planned purchases of educational technology, and how the planned purchases will aid students in regular and substantive educational interaction between students and their classroom teachers.

iPads for VPK classrooms -

Technology integration is limited across the district in prekindergarten programs with classrooms having to rely on refurbished iPads that have become outdated or can no longer be upgraded.

Integrating technology with the use of new iPads will enhance instruction in the classroom and in the home by providing easy interaction, connection and access to a multitude of engaging early learning applications for preschoolers to develop 21st Century skills such as collaboration, creativity, critical thinking, problem solving and more.

The implementation of iPads will be used to practice readiness skills throughout the day aligned to the Florida Early Learning and Developmental Standards for Four and Five Year Olds. Children will learn to navigate and use the iPads independently, or during small group time with the teacher for immediate feedback.

Teacher Technology Replacement

Teacher devices serve as the hub for communication in the classroom. The teacher device is used to facilitate communication with students who may be quarantined at home through video conferencing. The teacher device also allows the teacher to monitor student chat, respond to work submitted or digital questions, and to push additional content to students digitally. This increased use case for the teacher device requires devices that can run multiple programs at one time without freezing or slowing down to allow efficient operations in the classroom environment. Teacher devices are up to 6 years old and a refresh to support digital learning is required.

Student Technology Refresh

The classroom and virtual instruction interaction between the student and teacher requires equipment that supports displaying content both inside the classroom as well as to virtual participants in a lesson. The technology refresh targets 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.

Charter plans/final budgets will be submitted to district office for final approval for use of funds in accordance with applicable federal requirements. Additional funds remaining from unlocated students may be moved to supplement equipment needs.

ESSER II –LUMP SUM

BALANCE NARRATIVE

TEMPLATE 8.12.21

TAPS: 22A170

LOCAL EDUCATIONAL AGENCY: Orange County Public Schools

For each of the allowable activities authorized under the Coronavirus Relief and Response Supplemental Appropriations (CRRSA) Act for ESSER II, please describe the activities planned by the Local Educational Agency (LEA). 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. No response is required for the allowable uses for which an LEA has no planned activities.

School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.

(1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins 25 Act”), or subtitle B of title VII of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

(2) 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.

(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

1. Academic Literacy Centers for VPK- To provide high quality and diverse literature that supports the VPK curriculum. Adding multicultural books in the classroom allows children to build relationships, empathy and respect for other cultures. Additionally, all children need to see themselves and their peers in books and stories represented in classrooms. Providing diverse literature promotes a better understanding of both their own culture and the cultures of others. Story time literature has been selected highlighting diverse characters modeling how to play and work together, solving problems, and overcoming obstacles. These resources and activities will support the District’s created lesson plans focusing on early literacy development and explicit instruction in print concepts, phonological awareness, vocabulary, and oral and written communication. \$1000 per class
2. Bee Bots for VPK classes - Bee-Bot is a robot designed specifically for use by young children. This colorful, easy-to-operate, and friendly little robot is a perfect tool for teaching sequencing, estimation, problem-solving (STEM standards)

3. Scholastic Book Rooms for Early Literacy K-2 – Enthusiasm from students, teachers, building leaders, and district personnel around being provided high quality instructional resources is driving a commitment to use authentic texts to support high quality literacy instruction in the classroom. The Book Room Project will align professional development on the Science of Reading with classroom differentiated instruction grounded in literacy. 104 OCPS schools will receive 1100 titles/leveled readers x6 copies to implement foundation literacy that aligns 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. The below topics will be covered.
 - 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

4. 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 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. Data from the 2019 Youth Risk behavior survey indicates that 18% of middle school students report being bullied, 24.9% report feeling report that they have thoughts of suicide and 14.9% report having a plan for harming themselves. In the 2020-2021 school year there were 1,218 threats of self-harm in middle school students, 40 Baker Acts and 1,244 referrals for counseling. (district and charter)

5. 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.

6. Charter – ESGi - A simple and secure assessment platform that provides a frictionless process to conduct one-on-one assessments This program allows easy access to assess students by tracking the data for you with dates, times, and more. It generates graphs to show progress. There is no down time to look through data.

7. Charter – Observe for Success – customizable web-based software tool for classroom observations and walkthroughs, teacher evaluations, coaching and mentoring to improve teacher effectiveness and drive change.

(4) 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.

1. 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. 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. This position will provide learning

communities, schools, and administrators continuous professional learning opportunities that will support in narrowing the achievement gap of English Language Learners. Split funded with Title II (75/25).

2. 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.
3. Ellevation is a comprehensive ELL program management platform that 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. This program will work in conjunction with the Ellevation strategies component. Ellevation 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 (\$418,941.25) will cover the cost for Elevations strategies, and Ellevation platform will be covered with ESSER funds (\$444, 366.01).
4. ESE interventions - N2Y's Positivity and L3 Skills program empowers students in self-regulation and executive functioning skills while strengthening cognitive and non-cognitive skills and problem-solving abilities aligned to Access Points instruction. Students will be instructed in these skills through a blended format and independent study activities to strengthen cause and effect, social awareness and goal setting reducing anxiety and assisting with confidence building. Including Positivity and L3Skills along with the current implementation of Unique Learning System and News2You provides the seamless connection for students with a familiar format and online access to instruction. Positivity and L3Skills both have embedded data collection tracking and reporting of skills which will be used to monitor improvement in problem solving, increased independence in student ability to self-regulate, strengthen social engagement and increase emotional control.
5. ESE Interventions - Connecting Math Concepts provides current instructional processes aligned to the Access Points for students with a significant cognitive disability. Students with a significant cognitive disability require direct explicit instruction to improve their math content knowledge along with their critical thinking and problem solving skills. These intervention materials will be provided to 20 self-contained units in middle schools. Grades 6 – 9 Access Math standards will be strengthened through the use of direct explicit instruction, increasing specificity as indicated by the skills the student is required to learn within a specific content grade level course.
6. Staffing Specialists (**22**) – 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.
7. 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.
8. 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.

9. District management group ESE scheduling software to raise achievement and improve equity. OCPS will pilot in 10 elementary schools to create schedules that allow implementation of best practices for students in general education as well as special education. This will allow schools to provide consistent scheduling that aligns to best practices with interventions and core instruction.
10. Mastery Prep – 25 hour SAT Concordant class for approximately 3000 students. To provide intense evidence based intervention for 11th and 12th grade students to mitigate learning loss.

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

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

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

1. Additional hours for bus drivers to clean and sanitize busses daily after final run of day including supplies. \$15.74/hour – 687 routes – 180 days. Hand sanitizer dispensers (damage replacement), sanitizer for dispensers, disinfectant and rags/towels.

(8) 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 IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(9) 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.

1. Charter Schools - Student Devices and white boards to ensure students have access to digital technology and supports.
2. Hot Spots for students with limited or no access to the internet to have connectivity at home to provide continued learning for academic achievement.

(10) Providing mental health services and supports.

1. Social Workers (8) — The mental and emotional wellbeing 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 intervene so that students don't develop mental disorders.
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. Data from the 2019 Youth Risk behavior survey indicates that 18% of middle school students report being bullied, 24.9% report feeling report that they have thoughts of suicide and 14.9% report having a plan for harming themselves.
2. SEL supports/materials - Mental and social emotional resources will assist counselors, social workers and mental health counselors with interventions for students. The various curriculum will support the strategies to meet the social, emotional, mental health, and academic needs. They will include social emotional learning, anger management, coping skills, self-management, and communication skills. We are sensitive to the needs of students impacted by the pandemic. Elementary and Middle Curriculum is Second Step, High School Curriculum is school Connect and Second Step for Adults. Many of our students are facing challenges that

can be stressful, overwhelming, and cause strong emotions in adults and children. Requirements such as social distancing, are necessary to reduce the spread of COVID-19, but they can make us feel isolated and lonely and can increase stress and anxiety. SEL is helpful to both children and adults, increasing self-awareness, academic achievement, and positive behaviors both in and out of the classroom. Students who are equipped to deal with problems that affect them on a personal level are then better able to navigate the pressures of adult life. In elementary school there is 30 minutes per week for SEL instruction

For Middle and High school lessons may be delivered in PE, HOPE, Social Studies, Language Arts, Science or Learning Strategies classes.

The DESSA is a strengths based screening for SEL skills which allows us to identify student strengths and areas of need. The survey is administered multiple times which will allow us to monitor growth and tailor the content to meet student needs.

The district administers the Panorama Survey in grades 3-12 which will provide information about student SEL knowledge and skills. Teacher survey data also measures SEL. We can monitor growth and improve implementation based on the survey responses.

3. Charter – contracted services- Mental Health support through Applied Behavioral for students and families.

(11) Planning and implementing activities related to summer learning and supplemental after school 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.

1. Charter Schools - Tutoring – before and after school, Saturdays and during spring break to provide additional intervention supports.
2. Charter Schools - Tutoring – before and after school, Saturdays and during spring break to provide additional intervention supports.

(12) 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

(A) 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.

1. 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.

(B) Implementing evidence-based activities to meet the comprehensive needs of students.

1. 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. In order to accommodate current request for the 21-22 school year the additional positions are needed based on current request.

5 Spanish Teachers, 2 Math 6-12, 3 Science 6-12, 3 English 6-12, 3 History 6-12

Due 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 7006 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.

2. Frog Street Curriculum ESE Pre-K – To increase the capacity within OCPS to provide high-quality, high achieving, inclusive options for young children with disabilities and their families. Frog Street curriculum provides health and safety lessons, introduced at the beginning of the year, and practiced throughout the year to prevent, prepare for, or respond to the COVID-19 pandemic.

FSP Pre-K at Home is an interactive, hands-on program that provides daily, intentional lessons so that family members can continue their child's successful educational path at home.

Frog Street curriculum embeds Conscious Discipline strategies and routines in daily lessons to develop and support the social, emotional and mental health of our youngest learners. Conscious Discipline is a comprehensive classroom management and social emotional program that creates learning environments where children feel safe and loved. From this foundation of safety and caring, children begin learning how to solve conflicts, manage their emotions, and take responsibility for their actions.

Frog Street curriculum supports every aspect of children's development - physical, social, emotional, cognitive and linguistic - aligned to the Florida Early Learning and developmental Standards for 0-5. The curriculum meets and exceeds lessons designed to support the state's learning goals and meet the needs of all preschoolers.

3. CAPIT Reading- Pre-K - Tier-1 Phonics Curriculum on a Digital Platform - The CAPIT Reading curriculum teaches all foundational reading skills, explicitly and systematically, and covers every phoneme in English (40+) and every spelling pattern (180+). CAPIT is competency-based and differentiated: It tests and places students at the appropriate level, and students' progress at their own pace. The digital platform offers feedback to students in real-time, collects analytics, and delivers actionable student data to all stakeholders so teachers, principals, and district leaders, can help their students before they fall behind.
4. PLTW Core Training Professional Development builds teacher capacity in problem-based (PB) and project-based learning (PBL) through participation in robust professional learning experiences via evidence-based interdisciplinary training experiences with PLTW. This capacity is in direct response to the growing demand and projected enrollments for CTE. Additionally, these experiences prepare teachers to offer students the opportunity for career exploration and assist with planning educational paths and career journeys that align with local needs. It is also known that “social, emotional, and academic development is an essential part of PreK-12 education that can transform schools into places that foster academic excellence, collaboration and communication, creativity and innovation, empathy and respect, civic engagement, and other skills and dispositions needed for success in the 21st Century” (Jones, Kahn, & the Aspen Institute, 2017, p. 9). Research also demonstrates “a link between student perceptions of PBL and ultimate student interest in future STEM careers” (Laforce, Nobel, &

Blackwell, 2017, p. 17).

Embedded social-emotional learning builds student confidence, increases engagement in learning, improves grades, and reduces behavior issues (Greenberg et al., 2017). APB learning allows students to develop social, emotional, and cognitive skills through authentic problem-solving.

5. Charter – Interventions for classroom support – iReady and Math K-8

(C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

(13) 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.

(14) 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.

(15) 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.

1. Warehouse staff (2) to coordinate and deliver PPE supplies necessary for safety and operation in our schools.
2. Each school will be given a 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. (district and charter)
3. 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.
4. Professional Standards COVID staff – 3 additional staff to manage COVID database. They will work with DOH and local safety council in tracing COVID cases of students, teachers and staff.
5. Staff after hours – additional hours for evening/weekend contact tracing and parent/staff notifications. Staff could include school staff, nurses, health services etc. due to the influx of cases due to the start of school.
6. Water Bottle filling station filters – 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. (district and charter)
7. 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. (district and charter)
8. COVID vaccination bonus incentive for employees - \$200 per employee if vaccinated by

- 10/31 and \$100 if vaccinated after 10/1 and before 12/31. (district and charter)
9. COVID substitute costs – cost to cover instructional classrooms for employees who must quarantine due to exposure or sickness. (district and charter)
 10. 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.
 11. Planning Days – 5 extra days per teacher per school to analyze and desegregate data to differentiate instruction and accelerate learning for all students. (district and charter)
 12. 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 teachers have a proven track record of increasing student achievement in high needs schools.
 13. **MTSS/Intervention Team**
 The district has developed a K-12 MTSS and Interventions team that 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.
 - Six (6) district Intervention team members
 - 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

 - Two (2) district Support Facilitation team members
 - 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.
 14. Sign On Bonus for hard to hire staff- transportation and food service workers
 15. Charter Schools – custodial staff cost to ensure cleaning protocols according the CDC guidelines.
 16. Charter Schools Additional staff to support student learning – MTSS teachers, ESE Teachers, Instructional Support teachers, paraprofessionals, math coaches, reading specialists
 17. Due to COVID-19, districts are finding it harder to retain valuable employees in many hard

to fill areas. 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 resignations have been processed. 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. Solution: National Business Research Institute (NBRI) conducts exit surveys by telephone after employees have physically left the organization. This allows NBRI to collect pure and unbiased data. NBRI is able to consistently achieve a 95% Confidence Level in the interviews. This high confidence level means that management can be certain the data gathered accurately reflects the thinking of the typical exiting employee. As aligned with our strategic plan which is dedicated to high quality staff and retention for all employee groups, OCPS is proposing to contract with NBRI to set up and provide a research study based on increased employee retention. Initial setup and 1st month fee is \$3,500 with 11 equal monthly cost of \$2,528

18. Provide a contracted Executive Area Director to assist schools with addressing learning loss experienced by students due to COVID-19. The EAD will provide guidance, supervision and direction thru ongoing support to schools and principals.
19. 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.
20. 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.

(16) Reasonable costs of administration, including direct and indirect costs, not to exceed five percent (5%) of the LEA's total allocation.

1. Staff to provide direct oversight of ESSER grant activities. Sr. Manager and Finance Clerk (2) to set up budgets, manage positions, and collect documentation for district and charter schools.
2. District negotiated IC rate of 5%