American

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan, Application and Assurances

[LEA and Number]

Purpose

Florida must subgrant not less than 90 percent of its total ARP ESSER allocation to local educational agencies (LEAs) (including charter schools that are LEAs) to help meet a wide range of needs arising from the coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, mental health, and academic needs resulting from the pandemic. The State must allocate these funds to LEAs on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in fiscal year (FY) 2020.

The purpose of this document is to guide districts to plan for the continued implementation of reopening and recovery through the utilization of the 2021-24 ARP ESSER and to assure federal requirements are met. Florida utilized the 2020-21 District Reopening Plan and the Spring 2021 Education Plan to respond to and mitigate the impact of the emergency and to promote the health, safety, and welfare of persons connected with Florida's educational system.

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this document, districts will describe how they will support the development of high-quality plans for the use of ARP ESSER funds to achieve these objectives for the following student groups: students from low-income families, from each racial or ethnic background, by gender, English Language Learners, students with disabilities, experiencing homelessness, in foster care, migratory students and other student groups.

Directions

Districts shall submit its ARP ESSER application to the Office of Grants Management via ShareFile **on or before November 12, 2021**. ShareFile access has been established for the ARP ESSER Lump Sum program for each LEA. The complete application shall include:

- LEA ARP ESSER Plan, Application and Assurances utilizing this template;
- DOE 100A Project Application Form; and
- DOE 101 Budget Narrative Form.

Each LEA developed and made publicly available on the LEA's website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education's Interim Final Rule, 88 FR 21195. The requirements of the Interim Final Rule are summarized in Appendix A. Each LEA shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department. Updated plans must comply with state law, including any applicable executive order, any agency emergency action, or any agency regulation or rule. No later than 60 days from receipt of its DOE 200, Project Award Notice, each LEA shall email its updated final plan to recoveryplan@fldoe.org. The subject line of the email must include district name and Plan for the Safe Return of In-person Instruction. Upon the Department's approval, the LEA shall post this plan on the LEA's website within 90 days of the award.

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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).

1.1 - Extended Preplanning - In order to address learning loss and the unique needs of its students, OCSB will pay for additional preplanning days for the 22-23 and the 23-24 school years. The five additional days of preplanning will allow instructional staff to accomplish the following: review student data and disaggregate data to identify trends and patterns in learning gaps, review and revise individual education plans and English language learning plans, and review MTSS plans to ensure that students are tiered accordingly. In addition, the extended preplanning will allow staff to attend professional development for B.E.S.T. implementation for ELA and Math, attend professional learning communities to discuss vertical teaming, remedial instruction, and MTSS interventions, and plan activities and tasks to increase student engagement.

Salaries and benefits for the addition of five (5) calendar days to extend preplanning for 317 classroom teachers, 70 ESE teachers, 7 vocational teachers, 3 VPK teachers, 6 student services teachers, and 6 instructional media teachers for the 22-23 school year and the 23-24 school years, Average hourly rate of $40 x 7.5 hours per day x 5 days x 409 teachers x 2 years = $1,227,000. Total salaries and benefits for extended preplanning = $1,471,173.

1.2 - Textbooks - OCSB will purchase new textbook materials for K-12 Social Studies in 2022-23 and K-12 Science 2023-2024. The new materials will help teachers to address learning loss in these two core curricular areas by adopting materials that are more closely aligned with the new ELA B.E.S.T. standards to continue to focus on developing reading comprehension, fluency, and academic vocabulary across multiple disciplines. The new materials will also have an online component so that students will be able to continue learning at home after the school day ends. The online component will also integrate with Schoology and/or Google Classroom so that in the event of a shut down, the learning will not stop.

Total = $1,152,000.

1.3 - Sensory Room - In order to enhance the delivery of instruction and better meet the learning needs of our students with autism spectrum disorder (ASD), OCSB will design sensory rooms for ASD classes at 10 schools. The sensory rooms will allow the instructional staff to better meet the needs of the students' IEP goals. The

students will be able to use the sensory equipment and resources purchased to feel calm, safe, and focused as some of our students with ASD have had to relearn classroom procedures and routines.

Total: $57, 240.

1.4 - Summer School 2024 - OCSB will offer summer school during the summer of 2024 to provide opportunities to students who may have suffered learning loss or to students who wish to continue learning after the end of the regular school year. Students will be invited and encouraged to attend summer school to have the opportunity to participate in areas of remediation or enrichment. OCSB will remove barriers for students from attending summer school by providing transportation services to and from school. In addition, highly-qualified teachers and paraprofessionals will be hired to work with students during the summer school to provide engaging and rigorous instruction.

Salaries and benefits for teachers, paraprofessionals, and bus drivers. 39 paraprofessionals @ $12 per hour x 7 hours x 30 days = approximately $100,000. 4 teachers @ $23 per hour x 7 hours x 30 days = approximately $20,000. 6 bus drivers @ $13 per hour x 6 hours x 30 days = approximately $15,000. Total summer school teacher, paraprofessional, and bus driver salaries and benefits = $145,945.

1.5 - After School Tutoring - In order to combat learning loss suffered by students during the pandemic, OCSB will provide after school tutoring for students identified with learning gaps. Highly-qualified teachers will deliver differentiated instruction and scaffolding for students to ensure they will master the academic content.

Salaries and benefits for teachers. 100 teachers @ $28 per hours for up to 50 hours = $140,000. Total after school tutoring salaries and benefits = $167,860.

1.6 - Additional Paraprofessionals: OCSB has identified the need for additional paraprofessionals to assist classroom teachers to provide instructional strategies such as differentiated instruction, small group instruction, and individual student instruction. The paraprofessionals will play a vital role in assisting teachers to provide students the opportunity to master the academic content.

Add one additional instructional paraprofessional at each physical school site 10 @ $20,580 with benefits. Total: $344,754.

1.7 - Classroom libraries–In order to increase access to literacy resources and improve reading comprehension, fluency, vocabulary, and offer students rich learning opportunities, OCSB will purchase reading materials for classroom libraries for each of its 10 schools.

10 schools @ $25,000 each = $250,000

1.8 - Professional and Technical Services from Skyward–OCSB will purchase professional and technical services from its business and student information system vendor, Skyward, in the form of Crystal Reports for use in Fiscal Services, Human Resources, and Student Records. The Crystal reports will allow OCSB advanced reporting capabilities to accomplish a number of activities. Some of the reporting capabilities derived from the Crystal Reports will allow OCSB to more easily identify students who need support based on academic and/or

attendance needs or generate reports to target professional learning needs for staff or run fiscal reports to ensure OCSB is maintaining optimal operating expenses.

Total Skyward services = $50,000.

1.9 - Supplies Affording students the opportunity to participate in real-world learning will increase student engagement and may lead students to pursue career and technical employment. OCSB will purchase supplies for the unique learning opportunity for students to participate in entrepreneurial and/or business marketing programs that will prepare them to be fiscally responsible when they enter the workforce.

Entrepreneur / Business market approach to programs - Startup costs for entrepreneurial programs in schools. $1,000 per school x 10 schools = $10,000.

1.10 - Curriculum mapping and vertical planning - OCSB continues to evaluate curricular materials and resources to ensure that teachers are implementing standards-based instruction to meet the individual learning needs of its students as well as address learning loss. District and/or school-based leaders meet with instructional staff periodically to review current curriculum maps and revise and edit the maps based on current student progress monitoring data. B.E.S.T. standards implementation has created the need to ensure teachers understand the vertical progression of the standards and develop plans with their peers to engage students in the learning process to master the standards. OCSB will hire teachers to review and revise curriculum maps and vertical plan.

Salaries for teachers @ $18 per hour for up to 100 teachers for up to 100 hours= $180,000. Total curriculum mapping and vertical planning salaries and benefits = $215,820.

1.11 - Supplies - Supplies and materials to support students in tutorial programs, after school daycare and summer school.

Total for Supplies = $10,614

1.12 - Dropout Prevention Teachers - OCSB will expand course offerings at Okeechobee Achievement Academy to offer credit retrieval and courses necessary to meet graduation requirements to students that are struggling with credits or grade point averages.

Total Salary and Benefits for two (2) dropout prevention teachers = $139,386

Total for Activity 1: $4,014,792 (21.5%)

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

There are no planned activities.

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

2.B.1 Behavioral Consultant - OCSB has recognized the need to provide exceptional student education staff professional learning on classroom behavior and management since the COVID-19 pandemic as students have shifted away from the normal classroom procedures and routines. OCSB discipline data indicated a twenty-nine percent increase in disrupt/disrespect referrals from fall of 2019 compared to fall of 2021. Discipline data also

highlighted a twenty-six percent increase in defiance/insubordination referrals from fall of 2019 compared to fall of 2021. These increases highlight the need to teach students the job-related skills necessary to work well with others in the workforce of the future. OCSB will research and hire a consultant to review current data and make recommendations to implement best practice to decrease student discipline data. The consultant will provide professional development for exceptional student education teachers and support staff on student misbehavior and classroom management. The consultant will train the school problem solving team to ensure the team is able to support the teachers and support staff. The consultant will provide 189 hours of consulting and/or training.

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

There are no planned activities.

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

2.D.1 New Vocational Programs at Middle Schools - OCSB has two middle schools. Both middle schools have an agriculture program and one school has a technology program. As a result, the district is not capitalizing on 1) allowing students to earn an industry certification in middle school, 2) missing an opportunity to gain acceleration points under the state's accountability, 3) providing career exploration, and 4) creating feeder programs for Okeechobee High School.

Year	OCSB Middle School Acceleration	State Middle School Acceleration	Gap
2017-18	61	72	11
2018-19	64	74	10
2019-20	X	X	X
2020-21	51	62	11

Very few of the acceleration points above come from industry certification and OCSB would like to change this to align with the Governor's Executive Order 19-31. This proposal would add two new vocational programs at the middle school level and pay for salary and fringe benefits. The specific programs that will be added will depend on the alignment with the Comprehensive Local Needs Assessment (CLNA) that must be conducted this school year as a requirement of participation in Perkins V. The CLNA will conduct an analysis of the targeted occupations lists and student interest surveys. Once this grant is approved, OCSB will conduct interest surveys by the end of the 4th 9 weeks. The CLNA should be approved by FLDOE this summer, OSCB will advertise and hire teachers over the summer and students will be enrolled beginning the 2022-23 school year.

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.**

There are no planned activities.

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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.

There are no planned activities.

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

There are no planned activities.

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

There are no planned activities.

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

There are no planned activities.

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.

There are no planned activities.

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.

2.K.1 Chromebooks - OCSB is currently a 1:1 district that provides Chromebooks for use in school and at home. Students were provided a Chromebook for use during the pandemic, and some of the devices will reach end of life use soon. In order to ensure all OCSB students have access to current technology to participate in innovative learning experiences and/or day-to-day classroom activities, OCSB will purchase Chromebooks, earphones, and microphones. Earphones and microphones are vital for students participating in testing and/or programs such as Read 180 that works to improve reading skills among secondary students or System 44, and Imagine learning used to develop language acquisition skills for English learners.

2.K.2 Hot Spots - Recognizing that not all students have access to the internet to participate in learning activities, OCSB will purchase Hot Spots to support student learning both at home and in the classroom should the internet fail.

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2.K.3 ActivPanels - ActivPanels will be purchased so that students can learn in a technology rich environment. The current technology does not provide access for at-home or distance learning. ActivPanels allow screen sharing capabilities for both teacher and student, and they include audio/video functionality for a more engaging learning experience.

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

2.L.1 Behavior Interventionists, Registered Behavioral Technicians, and Board-Certified Behavior Analysts - The lingering effects of COVID-19 have had a negative impact on OCSB students resulting in an increase in disruptive student behavior. The adverse behavior by one student may impact the learning loss on all students in the classroom. OCSB will hire two behavior interventionists (BIs) to work with students to eliminate disruptive and/or negative behavior to replace the behaviors with positive behaviors. The BIs will work with two registered behavioral technicians (RBTs) paraprofessionals who OCSB will also hire with this funding. The RBTs will be responsible for implementing behavior services. Two board-certified behavior analysts (BCBAs) will be hired to study OCSB student behavior data and create plans to be implemented to improve and correct negative behaviors.

Over 96% of the respondents to the OCSB survey related to ARP indicated student mental health and behavioral needs were concerning.

Staff from the Mental Health and Behavioral Supports Department work with the school sites to address behavior issues. During the 2019-20 school year, ninety-nine students were involved in behavior groups throughout the year. Through the first semester of 2021-22, eighty-nine students have already been served in this capacity. Behavior groups meet weekly for a six to eight week period.

Increases are also evident in the areas of transient and substantive threats. These threats fall into disciplinary incidents as threats to others. During the 2019-20 school year, there were fifty-seven transient and fifteen substantive threats to others. Through the first semester of this year, there have already been forty-eight transient threats and seven substantive threats. On this track, we will eclipse 2019-20 numbers before the end of the third nine-week period. This highlights the need for more behavioral support for students.

2.L.2 Weight Room Equipment - ~~Expenditures to upgrade the equipment in the weight room at the high school will support mental health needs by providing an updated fitness facility for students and staff. The equipment will be available for students during the day and reserved for faculty after the school day ends.~~

2.L.2 & 3 - Professional and Technical Services - OCSB continues to support both the mental health and wellness of both students and staff through outside agency help. Funds will be used to provide services based on student needs as well as activities and programs designed by the District Wellness Committee.

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.**

There are no planned activities.

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Activity 2(N) **Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—**
(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
(ii) implementing evidence-based activities to meet the comprehensive needs of students;
(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
(iv) tracking student attendance and improving student engagement in distance education.

2.N.1 Instructional/MTSS Coaches - In order to address the learning loss due to the COVID-19 pandemic, OCSB will hire one additional instructional/MTSS coach for each of its 11 schools. The responsibilities of the instructional/MTSS coach will be to implement evidence-based activities to meet the comprehensive needs of students by reviewing current student data to ensure that students are tiered accordingly to coincide with OCSB's MTSS plan. OCSB has a dynamic MTSS reporting system, Branching Minds, that tracks student achievement and intervention data to determine if students need additional support. Branching Minds also tracks student discipline data as it links to OCSB's student information system. The coach will also work with leadership to keep them informed of the school's progress within and among the tiers based on the data collected in Branching Minds. The coach will serve as an instructional coach to model best practices for teachers to improve student learning. The coach will also work closely with the district leadership team to ensure that curricular initiatives are implemented with fidelity.

2.N.2 Attendance Officer - The effects of COVID-19 had an impact on student attendance. Some students missed school due to exclusion and in some cases exposure to COVID-19 prompting a surge in lost instructional time. Some students continue to attend school sporadically, and others have not returned to school either in person or virtual. OCSB will continue its work to improve student attendance by hiring an attendance officer for the district. The attendance officer will work with the individual schools including OCSB Virtual School to improve attendance rates throughout the district by tracking attendance, conducting home visits, attending truancy court, and working with families to improve attendance and engagement for students with high absenteeism.

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

2.O.1 HVAC Upgrades - Three OCSB elementary schools: Everglades Elementary, Seminole Elementary, and North Elementary have been identified for the need to upgrade/update chilled water lines to improve air quality and become energy efficient. Additional enhancements to improve air quality include: removing single classroom chilled water AC units and installing a central unit to service classroom wings, also adding BI POLAR IONIZATION units for each air handler to disinfect recirculated air from the classroom wings. OCSB will also add BI POLAR IONIZATION units to existing HVAC units serving more than one space to improve indoor air quality and disinfecting recirculated air.

2.O.2 Remodel to Improve Air Quality - Projects at Yearling Middle School were also identified to improve air quality. Removal of carpeting on the walls in the gym and multiple classrooms are difficult to sanitize with fabric covering 100% of the floor and walls. Expenditures to place doors on open concept classrooms to prevent the spread of COVID. Three doors to the area will limit exposures among classrooms, assist with cleaning, and enhance security.

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2.O.3 Field House Upgrades - ~~Expenditures to upgrade the field house at the high school would support mental health needs providing an updated and sanitized environment for students and staff. This facility could be used by students during the school day and offered as a site for adult classes for OCSB staff.~~

2.O.4 Open-air Classrooms - OSCB would purchase equipment to provide outside classroom and covered common area seating for open air areas to prevent the spread of COVID at all school sites.

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

There are no planned activities.

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.**

There are no planned activities.

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.**

2.R.1 Talent Development - Studies have shown that a talented workforce has the greatest impact on student achievement. There has been a teacher shortage for the past several years, however COVID 19 has exacerbated that shortage. Likewise, the need for school counselors has grown. OCSB proposed partnering with Florida Atlantic University to provide professional development to teachers and paraprofessionals to continue their career ladder. The professional development will be designed to help these employees in the current positions as well as allow for a transition to credits. Please see the chart for the vacancies and out of field status that illustrates the need to develop our human capital:

Position	Turnover Rate Past 5 Years	Turnover Rate Since COVID	Out of Field
Paraprofessionals	15%	21%	N/A
Teachers	16%	20%	19%
Guidance Counselors	17%	29%	43%

OCSB utilized Google Forms to conduct a survey of stakeholders as required for the development of our plan. Respondents were asked to rate the most pressing needs. Interesting to note that access to high quality teachers and access to high quality instruction ranked among the highest with over 80% being concerned or highly concerned about them.

In that same survey, 67% of the respondents showed support for providing retention stipends to retain school employees. This was the 3rd highest ranking individual category behind offering tutoring and replacing aging technology. Retention stipends will combat workforce competition, increase stability for students, and decrease staff retraining.

2.R.2 Substitute Staffing - Over the past two years, the district has experienced a 30% reduction in the number of active substitute teachers that are working in schools. General guidelines recommend that a district employ one substitute teacher for every four teachers in order to ensure an adequate fill rate. Our district currently employs roughly half of this number and, as a result, over the last year, we have been able to cover only three out of every five teacher absences. Coupled with the fact that nearly a third of our active substitute teachers are required to fill recurring vacancies, the situation has become untenable. This has had a direct impact on our schools' ability to staff daily classroom vacancies resulting from teacher absences and, as such, has caused disruptions in students' education.

Despite numerous, ongoing recruitment efforts on the part of the district, we have been unable to secure an adequate supply of applicants in order to address this issue. To date, we have exhausted all avenues for recruitment and incentivization for substitute teachers. As a result, we are proposing to enter into an agreement with a third-party staffing agency, who specializes in the employment of substitute teachers. By leveraging the resources such an agency would possess, we would be able to adequately fill daily vacancies created by teacher absences.

2.R.3 Leadership Development - Professional Development for school based leadership teams focused on Today's Challenges and Opportunities, Leadership Practices that Accelerate Learning, How Leaders Increase Efficacy in Schools and How Leaders Play a Part of the PLC Process. ($499 per person for 5 leaders = $ 2,495)

2.R.4 Remote Access to Personnel Files - During the period of time when school staff were required to work remotely, the inability to access archived employee files was detrimental to the functioning of the school district's personnel-related services. Given that no archived documents had been digitized, the Human Resources department was severely limited in the services (e.g., unemployment claims, work experience verifications, etc.) it was able to provide both current and former employees. In order to ensure that personnel services are able to continue uninterrupted, as well as to safeguard historical files against any possible damage, the district has identified the need to digitize our archived personnel records and house them on a local, secure server. The scope of work equates to approximately 264,000 scanned documents. This is far beyond the capacity of district staff and, as such, the district proposes to enter into an agreement with a third-party company for these services.

2.R.5 Retention Stipends for Substitutes - The District proposes to provide retention stipends in the amount of $1,000.00 to instructional, custodial, and food service substitutes. Over the past two years, the demand on these positions has become so great that nearly every substitute has the opportunity to work each day. Yet, while the demand for these positions is high, the district's ability to recruit individuals to fill these positions has been limited. Coupled with a turnover rate that has equated to nearly 50% over the last two years, it is imperative that the district implement a program to assist in retaining these employees. By providing retention stipends to these employees, the district will be able to stem the tide of turnover in these positions by encouraging substitutes to remain employed by the district.

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2.R.6 Career Ladder Training Program - The impact the COVID-19 pandemic has had on employee turnover has made it evident that it is necessary for the district to implement a career ladder training program for personnel in key non-instructional positions. These positions include payroll, data processing, and financial bookkeeping, among others. Over the last two years, the district has experienced a school bookkeeper turnover rate of 17%. More concerning still, the district has seen one-in-four of its school data processors leave their positions. This has caused significant hardships at the school and district levels, as the degree of support available to schools and parents have decreased substantially. In order to address this concern, the district proposes the creation of a supplement in the amount of $1,500.00 for the 2022-23 school year. This supplement would be available to up to five individuals to provide dedicated training for newly-hired employees in the above-mentioned areas of work, and would also provide recognition of their expertise in their area of responsibility. As a result of this program's implementation, the district would be able to provide consistent services for schools and parents even when vacancies in key positions occur.

2.R.7 Certification Expenses Reimbursement - In an effort to mitigate any financial burdens that have been placed on staff due to the impact of COVID-19 (e.g., spouses being furloughed, unable to work, other causes of income loss, etc.), the District proposes to reimburse teachers for expenses related to certification. This need has arisen due to the fact that the vast majority of all teachers have been impacted by the statutory requirement to hold certification in Reading. As a result, the expense of registering for the Reading (K-12) FTCE and subsequent fees to add the Reading Endorsement to their certificates has become burdensome; therefore, by allowing the District to reimburse these expenses, an additional barrier to completion has been removed.

2.R.8 Professional Development to Build Capacity - There has been a drastic increase in the degree of turnover over the past two years in guidance counselor positions across the district. In fact, the last two years saw an average of 35% turnover in these positions. This is nearly a seven-fold increase over the average for the prior three years. To address this need, the district proposes providing professional development that will assist teachers in developing their skills related to school counseling. These activities will center on increasing teachers' capacity in areas that will support them were they to explore the possibility of becoming a guidance counselor.

2.R.9 Retention Stipends for Instructional Employees - Over the last two years, the average turnover rate for the district's instructional personnel has been 20%. This has caused significant issues at school sites that have resulted in negative consequences for student achievement. The lack of continuity in staff rates has reached critical levels and in order to prevent further declines in student achievement, the district proposes to offer retention stipends for instructional employees. These stipends would average $2,000 per employee for the 2021-22, 2022-23, and 2023-24 school years. By providing retention stipends, the district believes that turnover rates will decrease and the improved stability of instructional staff members will allow student learning to regain a positive trajectory.

2.R.10 Retention Stipends for Classified Employees - Over the last two years, the average turnover rate for the district's classified personnel has been 16%. This has caused significant issues at school sites, as essential functions have been impacted. The lack of continuity in classified staff rates has reached critical levels and in an effort to stem this tide, the district proposes to offer retention stipends for classified employees. These stipends would average $1,000 per employee for the 2022-23 and 2023-24 school years.

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.

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2.S.1 Administrative Costs - Indirect costs are charged to the grant at the rate of 3.82%. It is only applied to non-capital costs.

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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.

The interventions for the plan include activities to address the academic impact of lost instructional time that has negatively impacted students in multiple subgroups across the district. The learning loss can be seen by comparing the achievement data disaggregated by subgroup.

Okeechobee District Grades

The Office of K-12 Accountability & Assessment — Achieving Excellence Through Data

A: 62% and up | B: 61% - 54% | C: 53%-41% | D: 40%-32% | F: 31% and below

Year	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	State Middle School Acceleration	Graduation Rate	College and Career Acceleration	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade
2021	42	39	32	44	34	30	45	52	51	62*	84	62	515	11	47	91	C*
Change 2019 to 2021	-4	-10	-12	-12	-19	-15	-2	-7	-13		7	-4	-91		-6		
2019	46	49	44	56	53	45	47	59	64	74	77	66	606	11	55	98	B
Change 2018-19	2	1	2	1	-5	1	-4	6	3		5	9	21		2		
2018	44	48	42	55	58	44	51	53	61	72	72	57	585	11	53	98	C
Change 2017-18	2	0	-4	6	11	0	6	-1	-3		1	5	23		2		
2017	42	48	46	49	47	44	45	54	64		71	52	562	11	51	98	C
Change 2016-17	3	1	4	4	-2	1	2	4	0		5	-9	13		1		
2016	39	47	42	45	49	43	43	50	64		66	61	549	11	50	98	C
Change 2015-16	-1		1				0	1	7		5	14			1		
2015 (Base)	40		44				43	49	57		61	47	341	7	49	98	C

Okeechobee District Grades

The Office of K-12 Accountability & Assessment — Achieving Excellence Through Data

Year	English Language Arts Achievement 2019	English Language Arts Achievement 2021	Mathematics Achievement 2019	Mathematics Achievement 2021	Science Achievement 2019	Science Achievement 2021	Social Studies Achievement 2019	Social Studies Achievement 2021	Percent of Total Possible Points 2019	Percent of Total Possible Points 2021
All Students	46	42	56	44	47	45	59	52	55	47
SWD	21	19	34	21	20	19	32	28	37	28
ELL	36	31	53	39	32	34	43	51	51	40
Migrant	39	28	56	43	36	47	65	37	55	44
Homeless	38	36	45	39	36	35	55	58	52	38

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OCSB will include interventions and activities that are aligned with its board adopted Strategic Plan in order to ensure all of the interventions are implemented with fidelity and monitored for effectiveness. Aligning the activities with the Strategic Plan allows the district leadership team to reflect upon the effectiveness and make adjustments to interventions as needed. Information regarding the Strategic Plan and the monitoring process as well as alignment of the interventions of the plan are included in the following section.

OCSB Strategic Plan
The activities identified in this grant application fold into the current work with our OSCB Strategic Plan. OCSB has systems in place to assess students three times per year to track and report progress. The focus of the strategic plan is to close assessment gaps for all subgroups and increase graduation rates of all subgroups over the five year period. The strategic plan is rooted in our district's vision: Together, Achieving Excellence: Putting Students First.

In order to ensure the Strategic Plan continues to drive district initiatives, the district leadership team participates in routinely scheduled stocktake meetings. The stocktake process serves as an effective monitoring activity to ensure the district is meeting the prescribed goals, strategies, and milestones within each strategy. Strategy leads submit ratings and rationales (with specific data points in 'evidence of progress'); they use strategy profiles and the assessment framework to arrive at ratings. A member of the district leadership team serves as the facilitator to conduct reviews and ratings and identifies a list of questions about ratings and potential 'deep dive' discussions. The facilitator holds 60-minute calibration meetings with the goal team (goal lead and strategy leads) to discuss ratings, push and challenge on those ratings, and identify specific 'deep dive' discussions for the stocktake. In addition the facilitator holds a 30-60 minute briefing with the superintendent to preview the ratings and the 'deep dive' topics and discuss any additional questions. The superintendent, goal lead, and strategy leads attend a 90 minute stocktake–focused on a quick review of next steps from the prior meeting, a brief review of the progress of each strategy within each goal, and have focused problem-solving, deep-dive conversations. The goal leads meet a minimum of two times per year to review the strategies within each goal, and two times per year the strategic plan is presented to the school board that includes updates on goals and strategies.

The five goals of the plan are listed below, embedded within the strategies of each goal are the interventions for the plan. The interventions will be monitored via the stocktake process.

Goal 1: Engaging Instruction
Align curriculum materials with standards to support effective delivery of instruction, so students can gain knowledge and master grade level content and standards (assessment).
Priority Strategies that satisfy ARP activities:
A. Implement district-wide curriculum and maps covering the new standards.
B. Define a coherent vision of effective instruction.
C. Strengthen the MTSS process.
D. Ensure schools are running high-quality PLCs.
E. Develop common assessments.

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Goal 1 Outcome Metrics

Outcome Metric	Current Status	As of
Become an A district - increase points received on district report card from 55 to 64 by SY 2022-23.	We will update this information once data is available for the 2020-2021 school year.	07/07/2021
Increase graduation rate from 76% to 89% by SY 2022-23.	The district graduation rate for the 2019-2020 cohort increased from 76% to 84%; however, it is worth noting that students in this cohort were exempt from the state assessment requirement.	07/07/2021

Goal 1 Strategy Summary

Strategy	Planning	Capacity	Progress	Likelihood of Success	Summary Rationale	Ratings as of
1A: Implement district wide curriculum and maps covering the new standards (Heather Siler-Dobbs & Pat McCoy)	Amber Green	Amber Green	Amber Green	Amber Green	Our goal of implementing district-wide curriculum and maps for the new standards will likely be met we have work to do to ensure the BEST standards are implemented and taught. UPDATE 7/7/21: The curriculum maps will be presented to stakeholders at the end of July. Instructional coaches and school leaders will work to ensure the maps will be implemented with fidelity.	07/07/2021
1B: Define a coherent vision of effective instruction (Andi Canaday)	Amber Green	Amber Green	Amber Green	Amber Green	I do believe there is the overall likelihood of success as we regularly conduct instructional rounds, and we are all familiar with the instruments for documenting both qualitiative and quantitative data. Update 6/27/21 With the development of the draft of effective instruction, it is understood that the work will be ongoing and will generate discussion and revisions.	06/27/2021
1C: Strengthen the MTSS process (Kathy Williams)	Green	Amber Green	Amber Red	Green	The district will become more and more proficient with the platform and continue the success.	06/30/2021
1D: Ensure schools are running high-quality PLCs (Pat McCoy)	Amber Red	Amber Red	Amber Red	Amber Green	It is unlikely this strategy will be fully met this school year. However, teams did travel to Osceola County to meet with a PLC Model school then shared the information with others in the district. UPDATE 7/7/21: Since district and school leaders are learning more about how to implement a high-quality PLC, the overall likelihood of success is improving.	07/07/2021
1E: Develop common assessments (Britani Stanley)	Amber Green	Amber Green	Amber Green	Amber Green	It is likely that this strategy will be successful in developing common assessments and using the data to impact instruction. The biggest struggle is the best system and time to collect the data and share it apprpropirately	06/10/2021

Goal 1 Summary

	Planning	Capacity	Progress	Likelihood of Success	Summary Rationale	As of
Overall likelihood of achieving our goal	Amber Green	Amber Green	Amber Green	Amber Green	There has been progress made in all of the strategy areas to date. The state is providing resources (literature, professional developmet) to assist districts with implementing B.E.S.T. The district and school leaders are working to ensure that instructional staff are prepared to incorporate standards-based teaching.	07/07/2021
Overview of progress	The progress on Goal 1 has been slow and steady as many of the strategies are dependent upon the implementation of B.E.S.T. standards. There has been steady work in each of the areas; however, once the school year starts we may see additional growth as more staff are available to assist with the individual strategies.					
Greatest challenge	Time continues to be the greatest challenge as the individual strategies of the goal require critical analysis and input from stakeholders.					
Potential next step(s)	The next steps are to review each of the strategies and milestones within each to determine if they are being met. If the milestones have not been met, then a new course of action may be in order.					
Help needed	Although time is always limited, the primary need for most of the strategies require the dedication of capital resources, whether those be financial, human, or both.					

Interventions from the plan included in Goal 1: Engaging Instruction include
Activity 1.1 Extended Preplanning

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Activity 1.2 Textbooks
Activity 1.4 Summer School 2024
Activity 1.5 After School Tutoring
Activity 1.7 Classroom Libraries
Activity 1.10 Curriculum Mapping and Vertical Planning

Activity 2.D.1 New Vocational Programs at Middle Schools
Activity 2.K.1 Chromebooks
Activity 2.K.2 Hotspots
Activity 2.K.3 ActivPanels

Goal 2: Educational Equity
Refine and revise the system to ensure equitable support for all students, with a focus on African American students, Exceptional Education students and English Language Learners.
Priority Strategies that satisfy ARP activities:
A. Build capacity of schools to effectively utilize ESE, ELL and Behavior Intervention support staff.
B. Ensure equitable access to accelerated academic opportunities.
C. Build a community mentorship program.
D. Support schools with the implementation of their School Improvement Plans, ensuring that these plans support equity by targeting low-performing subgroups.

Goal 2 Outcome Metrics

Outcome Metric	Current Status	As of
Increase the district subgroup grade for Students with Disabilities from 37 to 44 by 2022-23. (edudata)	2018-19 37% to 2020-21 28%	7/30/2021
Increase the district subgroup grade for Black/ African American students from 42 to 50 by 2022-23. (edudata)	2018-19 42% to 2020-21 39%	7/30/2021
Increase the district subgroup grade for Students that are ELL from 51 to 54 by 2022-23. (edudata)	2018-19 51% to 2020-21 40%	7/30/2021

Goal 2 Strategy Summary

Strategy	Ratings			Likelihood of Success	Summary Rationale	Ratings as of
	Planning	Capacity	Progress			
2A: Build capacity of schools to effectively utilize ESE, ELL and Behavior Intervention support staff. (Kim Cook-Morrison)	Amber Green	Amber Red	Amber Green	Amber Green	As we identify support staff willing and wanting to build capacity we will utilize their strengths.	09/23/2021
2B: Ensure equitable access to accelerated academic opportunities. (Wendy Coker)	Green	Amber Green	Amber Green	Amber Green	Continue to meet and plan with invested team members to review our data.	10/5/2021
2C: Build community mentorship program (Kathy Williams)	Green	Amber Green	Amber Red	Green	There has been a great community interest in the program, and we will work to continue recruiting mentors and matching them with students.	10/05/2021
2D: Support schools with the implementation of their School Improvement Plans, ensuring that these plans support equity. (Britani Stanley)	Amber Green	Amber Red	Amber Red	Amber Green	I believe that we are making progress and have data available to review to address the needs of each subgroup; however, we have some work to do to create a structure to disseminate the data appropriately.	10/04/2021

Goal 2 Summary

	Ratings			Likelihood of Success	Summary Rationale	As of
	Planning	Capacity	Progress			
Overall likelihood of achieving our goal	Amber Green	Amber Green	Amber Green	Amber Green	Data for Goal 2 has been received and reviewed. Growth and implementation is to be expected for the 2021-2022 school year.	10/6/2021
Overview of progress	2A: Implement ESE plan for additional personnel as well as additional para supplements. 2B: improving minority enrollment in acceleration courses 2C: We have found great mentors 2D: Complete data chats with high needs schools					
Greatest challenge	Ensuring schools are understanding and using the data of their subgroups to make informed decisions and goal setting.					
Potential next step(s)	2A: Higher the BCBA approved by the board 2B: Ensure that all eligible students are scheduled in acceleration courses. 2C: Find students to pair with mentors 2D: COntinue data chats throughout the school year.					
Help needed	Utilize the feedback from Federal Programs Tier 3 Monitoring					

Interventions from the plan included in Goal 2: Educational Equity

Activity 1.3 Sensory Room
Activity 1.6 Additional Paraprofessionals
Activity 1.8 Professional and Technical Services from Skyward
Activity 1.9 Supplies

Activity 2.B.1 Behavioral Consultant
Activity 2.L.1 Behavior Interventionists, Registered Behavioral Technicians, Board Certified Behavior Analysts
Activity 2.L.2 Weight Room Equipment

Activity 2.N.1 Instructional/MTSS Coaches
Activity 2.N.2 Attendance Officer

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Goal 3: Talent Management

Improve the efficacy of our practices related to the hiring, support, and retention of staff members.

Priority Strategies that satisfy ARP activities:

A. Build a "grow your own" program.

B. Build a cohesive recruitment system that includes innovative recruitment strategies.

C. Streamline and modernize the HR process.

D. Establish systems for cross-training and succession planning.

E. Create opportunities for teacher leadership.

Goal 3 Outcome Metrics

Outcome Metric	Current Status		As of
Increase retention rate of instructional, classified, and administrative staff members from 89% to 94% by SY 2022-23.	Retention Rates:	Overall: 86% Administrative: 90% Instructional: 82% Classified: 88%	06/29/2021
Increase diversity of district staff from 19% to 25% by SY 2022-23.	Staff Diversity Rates:	Overall: 21% Administrative: 11% Instructional: 18% Classified: 27%	06/29/2021
Reduce the percentage of teachers placed in an out-of-field subject area from 11% to 7% by SY 2022-23.	Teachers Placed Out-of-Field at End of SY 2020-21: 7%		06/29/2021

Goal 3 Strategy Summary

Strategy	Ratings			Likelihood of Success	Summary Rationale	Ratings as of
	Planning	Capacity	Progress			
3A: Build "grow your own" program (Joseph Stanley & Ken Kenworthy)	Amber Green	Amber Green	Amber Red	Amber Green	We have the ability to implement this strategy and have increased our speed of implementation in recent months.	06/09/2021
3B: Build a cohesive recruitment system that includes innovative recruitment strategies (Amanda Liscomb)	Amber Green	Amber Green	Amber Red	Amber Green	We understand the vital importance of this goal. We are working to ensure it is completely implemented.	06/09/2021
3C: Streamline and modernize HR process (Joseph Stanley & Shawna May)	Amber Green	Amber Green	Amber Green	Green	We have the capacity and the ability to complete this strategy within the appropriate timeframe.	06/10/2021
3D: Establish systems for cross-training and succession planning (Andi Canaday & Joseph Stanley)	Amber Red	Red	Amber Red	Amber Red	We will be able to accomplish these activities, but have been delayed. As expected, the pandemic has caused a significant change in job vacancies. As this stabilizes moving into the 2021-22 school year, it will be possible to determine the positions with the greatest need for cross-training.	06/10/2021
3E: Create opportunities for teacher leadership (Andi Canaday)	Amber Green	Amber Green	Amber Green	Amber Green	I do believe in the likelihood of success; however, more time needs to be devoted to determining which leadership opportunites will yield the greatest result in building capacity within the district.	06/10/2021

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Goal 3 Summary

	Ratings			Likelihood of Success	Summary Rationale	As of
	Planning	Capacity	Progress			
Overall likelihood of achieving our goal	Amber Green	Amber Green	Amber Red	Amber Green	This goal encompasses a broad range of areas. The movement from planning to implementation across these areas is an indication of success; however, the nature of these strategies make evidence difficult to produce at this point in time. This should be resolved in the coming year.	06/11/2021
Overview of progress	The primary elements of Goal 3 have been planned and are in the process of implementation.					
Greatest challenge	The greatest challenge has been balancing the time demands required for the implementation of the goal with the unique time demands presented by the 2020-21 school year.					
Potential next step(s)	The majority of the strategies that comprise this goal are moving from the planning to the implementation phase. As a result, the next steps for most will involve working with key stakeholder groups, whether they be employee workgroups or community organizations.					
Help needed	Although time is always a scarce resource, the primary need for most of the strategies that Goal 3 encompass require the dedication of capital resources, whether those be financial, human, or both.					

Interventions from the plan included in Goal 3: Talent Management include
Activity 2.R.1 Talent Development
Activity 2.R.2 Substitute Staffing
Activity 2.R.3 Leadership Development
Activity 2.R.4 Remote Access to Personnel Files
Activity 2.R.5 Retention Stipends for Substitutes
Activity 2.R.6. Career Ladder Training Program
Activity 2.R.7 Certification Expenses Reimbursement
Activity 2.R.8 Professional Development to Build Capacity
Activity 2.R.9 Retention Stipends for Instructional Employees
Activity 2.R.10 Retention Stipends for Classified Employees

Goal 4: Effective Communication
Increase our external reach and sharpen our internal communication structures to ensure we are sharing our story and minimizing duplication of effort.
Priority Strategies that satisfy ARP activities:
A. Highlight successes through social media.
B. Strengthen relationships with local media outlets.
C. Create consistent and high-quality school and district websites.
D. Develop departmental procedures to improve transparency, supplement board policies and maintain fairness and continuity.
E. Streamline communications with principals to ensure timely, effective dissemination of information.

Goal 4 Outcome Metrics

Outcome Metric	Current Status	As of
Increase the percentage of students agreeing or strongly agreeing that they are "proud of my school" on the climate survey from 74% to 93% by SY 2022-23.	80.64%	6/11/2021
Increase the percentage of parents agreeing or strongly agreeing with "proud of my child's school" from 65% to 85% by ST 2022-23.	90.35%	6/11/2021
Increase the percentage of principals and directors indicating district communication is timely and efficient to 100% by SY 2022-23.	NA	6/11/2021

Goal 4 Strategy Summary

Strategy	Planning	Capacity	Progress	Likelihood of Success	Summary Rationale	Ratings as of
4A: Highlight successes through social media (Shawna May)	Amber Green	Amber Green	Amber Green	Green	All 11 schools have Facebook pages and 9/11 are very active in posting what is going on at their schools. The district FB page shares posts from schools on a regular basis.	12/09/2021
4B. Strengthen relationships with local media outlets (Dylan Tedders)	Amber Green	Amber Red	Amber Green	Amber Green	There has been an increase in school sites sharing information via social media and then being picked up by the local news media. It is evident the Okeechobee News follows the District social media page and those of several school sites. WOKC staff has been in frequent contact with District on many recent stories or events to broadcast to listeners.	12/09/2021
4C. Create consistent and high-quality school and district websites (Shawna May)	Amber Red	Amber Green	Amber Green	Amber Green	Based on where we currently are, I believe the overall success for this strategy is very likely.	12/09/2021
4D. Develop departmental procedures to improve transparency, supplement board policies and maintain fairness and continuity. (Dylan Tedders)	Amber Red	Amber Red	Amber Green	Amber Green	Building a one-stop shop for policies, procedures, and forms would be a benefit to all staff in the District. Would eliminate the need to first determine who to call be adding a place to "check first" and then call if needed.	12/09/2021
4E. Streamline communications with principals to ensure timely, effective dissemination of information (Dylan Tedders)	Amber Red	Amber Red	Amber Red	Amber Red	Believe that if we could provide another one-stop shop for communication and "to-do" lists, we would be helping the school sites manage the work.	12/09/2021

Goal 4 Summary

	Planning	Capacity	Progress	Likelihood of Success	Summary Rationale	As of
Overall likelihood of achieving our goal	Amber Green	Amber Red	Amber Red	Amber Green	Communication is vital. How do we know what we don't know to build systems to improve it?	12/09/2021
Overview of progress	Schools are steadily improving on "sharing their stories"! Media outlets are paying attention and sharing! Internal communication is a challenge or is it? Around the District in 90 seconds is up and running!					
Greatest challenge	What can we collect to identify where we need to go to assist with internal communication and how to streamline it? Are "one-stops" the way to go?					
Potential next step(s)	Feedback from the stocktake. Survey to identify how to assist with communication and delivery of key information.					
Help needed	Capturing communication is difficult and it's the first thing that is blamed when issues arise "there's not communication". What are we missing to ensure information is accessible for all stakeholders?					

Interventions from the plan included in Goal 4: Communication include

Goal 5: Strategic Investment

Effectively manage our learning environment by focusing on safety, modernizing facilities, and competitive compensation.

Priority Strategies that satisfy ARP activities:

A. Provide competitive compensation for all employees.

B. Create a 10 year capital plan to address identified issues.

C. Provide a safe and secure learning environment.

Goal 5 Outcome Metrics		
Outcome Metric	**Current Status**	**As of**
Increase the salaries to above average of like-size and Heartland district from $40,000 to $47,500 by SY 2022-23.	The starting salary for teachers for 2019-20 was $45,125 and veteran teachers received the highest salary adjustment in the region if not the state! The new teacher salary allocation from this year's legislature will require a minimum of a $200 increase. Non-Instructional staff salaries increased between $.55-$.70 per hour depending on salary lane and pay grade.	07/11/21
Increase the percentage of students, parents, teachers, and staff agreeing that "Our school is clean and well maintained" to 83% by SY 2022-23.	The 2020-21 climate surveys yielded the following results: Students - 79%, Parents - 94%, Teachers - 90%, Staff - 90%.	06/24/21
Increase the percentage of students agreeing or strongly agreeing that "I feel safe at school" on the climate survey from 73% to 90% by SY 2022-23.	81% of the students responding to the climate survey marked agree or strongly agree.	06/24/21
Increase the percentage of parents agreeing or strongly agreeing that "Students are safe at school" on the climate survey to 90% by SY 2022-23.	93% of the parents responding to the climate survey marked agree or strongly agree.	06/24/21

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Goal 5 Strategy Summary

Strategy	Ratings			Likelihood of Success	Summary Rationale	Ratings as of
	Planning	Capacity	Progress			
5A: Provide competitive compensation for all employees (Corey Wheeler)	Amber Green	Amber Red	Amber Red	Amber Red	The District is actively engaged in providing competitive compensation to its employees.	05/13/2021
5B: Create a 10 year capital plan to address identified issues. (Jeff Diefendorf)	Amber Red	Amber Red	Amber Red	Amber Red	Work with in house team to find alternate methods to complete work and ensure dollar savings for each project	05/13/2021
5C: Provide a safe and secure learning environment. (Dylan Tedders)	Green	Amber Green	Amber Green	Amber Green	This could be anywhere from green to amber green. When Alyssa's Alert is implemented, we will be closer to green status	05/24/2021

Goal 5 Summary

	Ratings			Likelihood of Success	Summary Rationale	As of
	Planning	Capacity	Progress			
Overall likelihood of achieving our goal	Green	Amber Green	Amber Green	Amber Green	Although financial support may be somewhat limited for the next couple of years, alternate strategies can enhance performance on this goal.	07/11/21
Overview of progress	Climate survey results are encouraging.					
Greatest challenge	Financial restrictions may prevent us from fully accomplishing 5A and 5B. The decline in general revenue due to loss in students may impact salary increases. Special facilities pay back will limit fulfilling all of the needs identified on the long range capital plan.					
Potential next step(s)	Identify positions and rationale for career laddder. Implement Alyassa's Law. Continue working on building high school which will directly impact the cleanliness and maintencance of our largest facility.					
Help needed	Collaboration with goal 4 strategy leads to communicate safety protocols in place to protect the learning environment.					

Interventions from the plan included in Goal 5: Strategic Investment include

Activity 2.O.1 HVAC Upgrades
Activity 2.O.2 Remodel to ImproveAir Quality
Activity 2.O.3 Field House Upgrades
Activity 2.O.4 Open-air Classrooms

School Improvement Plans

School improvement plans for each school site identify needs highlighted by the gaps of student data from the FLDOE accountability system and the ESSA federal indicators. Areas of improvement are identified and strategies to address each are included in the plans. The District schedules data chats with the schools to identify areas where assistance is needed.

In order to effectively implement the strategic plan, district administrators meet with school leadership teams at each school to conduct data chats. These chats are focused on the goals and strategies from the strategic plan and serve as an opportunity for district administrators to model the stocktake procedure so that schools will be able to replicate the process.

The meetings are focused on problem solving and include four key areas: data review, school improvement plan review, action steps, and case study. Data for the meeting includes historical high-stakes testing data, current progress monitoring data, and subgroup data.

Progress monitoring data used for the data chats include data pulled from Branching Minds. Branching

Minds is a data platform that houses academic data such as i-Ready or NWEA as well as behavior data. Its robust functionality allows students to be tiered accordingly. This is the first full year of implementation of Branching Minds, and the data indicates that district wide reading scores reflect that 68% of the students are in Tier 1, 20% of the students are in Tier 2, and 12% of the students are in Tier 3. Math scores are somewhat different as 74% of the students are in Tier 1, 14% in Tier 2, and 12% are in Tier 1. During the data chats, the district and school data is reviewed and discrepancies are discussed so that the data is reflective of what is happening at each school site.

The review of the SIP is important to ensure the area of focus and the action steps are aligned to areas that will serve to increase student achievement. Throughout the data chats, action steps are assigned to key personnel with follow-up dates scheduled. Lastly, the data chat provides the opportunity for leadership teams to conduct a case study to ensure the three aforementioned key areas are highlighted.

The case study requires the school leadership team to select a student from each of the three critical areas (Students with Disabilities, Tier 3, and English Learner) and shadow the student via data as well as in person. Team leaders will keep in mind the following two questions while shadowing: Is there a plan, curriculum, schedule, intervention, etc. carefully selected to match the individual needs of these students? How are these interventions monitored and evaluated? At the conclusion of the shadow, team leaders will provide a written reflection answering the following questions: Are the structures you put in place at the beginning of the year still being implemented? Are they effective in meeting the needs of these students? How do you know? Are there any changes that need to be made for these students? Do these changes need to be replicated for others? The intent of the case study is for the school leadership teams to reflect on their current practices and plan for changes to increase student learning. The district administrators will use the school leadership team reflections to seek out opportunities to implement strategies district wide to ensure academic success for all students.

The data chats have proven to be insightful, as we have noticed a decline in student academic performance district wide from last fall's projected proficiency to the current school year based on scores from i-Ready and NWEA. One reason for the decline in academic performance may be attributed to the fact that many students were taking progress monitoring tests from home rather than at a school site. In addition, the current progress monitoring only has one data point to measure as the second progress monitoring has not yet happened.

Instructional Continuity Plan (ICP)
OCSB submitted an instructional continuity plan to FLDOE this winter. This plan will continue to be analyzed and updated to ensure if a school closure occurs all students in the district will continue to be served without interruption. Our feedback from submission of the plan indicated we satisfactorily submitted responses to address the following ten components.

Component 1: Leadership and Planning

The language in the ICP should: Specify LEA or charter school personnel who will serve on a cross functional planning team; Identify desired outcomes or goals of the ICP; Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals; Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP; Develop a process for evaluating the effectiveness of the ICP.

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Component 2: Curriculum Resources/Digital Content

The language in the ICP should: Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program; Confirm LMS providers and if selecting a new provider, schedule product demonstrations; Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications; Provide ongoing training and professional learning ensuring new hires are included; Allow planning time (two to three months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching.

Component 3: Professional Learning

The language in the ICP should: Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning; Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners; Provide for implementation of professional learning for educational staff; Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

Component 4: Instructional Practices

The language in the ICP should: Identify needs of educators relative to online and hybrid teaching experience and expertise; Determine which teachers have extensive background in these delivery models, and which will need more help; Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices; Implement professional learning about best practices for hybrid teaching for educational staff; Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.

Component 5: Parent and Family Support

The language in the ICP should: Identify the household technology capabilities and needs of students and their families; Establish effective two-way lines of communications with parents and families of students using a variety of media; Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning; Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need; Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families; Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, etc., are being supported in keeping with the requirements of IEPs and other educational specification documents.

Component 6: Technology and Technical Support

The language in the ICP should: Identify the technology staff members who will be key to the ICP planning process; Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed; Determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative); Survey students and families to determine which are in need of internet access and provide this access as needed; Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE); Identify and implement a web content filtering solution for all devices used by students and staff; Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.

Component 7: Cyber Security

The language in the ICP should: Identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools; Include a business continuity plan tailored to the LEA or charter school operations; Include an incident response plan tailored to the LEA or charter school operations; Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure; Include an executive summary of the LEA's or charter school's

current security posture; Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness.

Component 8: Engaging Students with Limited Access

The language in the ICP should: Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and supports for their child; Develop a plan to communicate early and often with students and parents to identify needs and ensure supports; Ensure that LEA leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners and families; Research and implement best practices in online special education.

Component 9: Continuation of School Operations

The language in the ICP should: Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning; Identify and communicate expectations of charter school or LEA staff related to schedules and work performance during school closures; Develop and communicate an execution plan to provide food services to students and families in need during school closures; Develop and execute a plan to provide special education services and accommodations to students in need during school closures; Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.

Component 10: Emergency and Ongoing Communications

The language in the ICP should: Identify stakeholder groups within the school community along with the appropriate communication channels for each group; Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups; Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination; Publish guidance for stakeholders and ICPs on the charter school or LEA website leading up to and throughout the duration of extended school closures.

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.

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Part IV: Assurances

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

☒ **Assurance 1: <u>LEA Periodic Plan Update with Public Comment.</u>** 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: <u>Continue progress monitoring and interventions.</u>** 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: <u>Allowable Uses of Funds.</u>** The LEA will use funds for activities allowable under section 2001(e) of the CRRSA Act.

☒ **Assurance 4: <u>Maintenance of Equity.</u>** The LEA will comply with all requirements relating to Maintenance of Equity, in accordance with section 2004(c) of the ARP Act.

☒ **Assurance 5: <u>Reporting.</u>** 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: <u>Audits, Inspections or Examinations.</u>** The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Acknowledgement

Local Educational Agency Chief Executive Officer or Authorized Representative

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