

American Rescue Plan (ARP) Act ESSER III-LEA Application

Name of LEA	Sumter County Schools (729)		
Date of Submission	July 8, 2021	Original Budget	<input checked="" type="checkbox"/> Amendment #

LEA OVERALL PRIORITIES

Please provide the top 2-3 priorities the LEA has determined as the most pressing needs for students and schools within the LEA as a result or in response to the COVID-19 pandemic. Please include the data sources that illustrate why these are the most critical and/or most widespread needs experienced by students and schools within the LEA.

PRIORITIES	DATA SOURCE
Learning Loss	Attendance, Grades, GMAS, Progress Monitoring/Benchmark Data Reports
Continuity of Services	Fund Balance

Learning Opportunity Loss Plan Purpose

This template should guide district decision making as they plan evidence-based interventions to support accelerated learning opportunities for students impacted by the COVID-19 pandemic. The template follows Georgia's Systems of Continuous Improvement Cycle, with a focus on the Coherent Instruction System.

"Accelerated learning and strong instruction are interdependent. You cannot accelerate learning with poor instructional practices in place, and you cannot have strong instruction if you cannot effectively support unfinished learning. Therefore, it is important to develop your leaders and teachers on the concepts and best practices of accelerated learning and strong instruction."

Embedded within the document are links to guiding questions and research that can support your decisions for interventions and provide guidance for how to implement the interventions.

Section Contents

- **Identifying Interventions**
- **Selecting Interventions**
- **Plan Implementation**
- **Implement Plan**
- **Examine Progress**

LEA ARP Plan LEA Website Link	This document will be posted on www.sumterschools.org after GaDOE approval.
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Identifying Needs



Provide data outlining district-wide learning opportunity loss, the current resources to support extended learning opportunities, and additional resources identified through the needs assessment process. Include data identifying learning opportunity loss among students disproportionately affected by the pandemic and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.

Guiding Questions

Responses

<p>What data needs to be collected and synthesized to determine student needs caused by learning opportunity loss?</p>	<p>Georgia Milestones Assessment System, EOC & EOG data GKIDS, GAA, IEP progress Monitoring data ACCESS 2.0 data STAR Early Literacy, Reading, and Math results I-Ready data Benchmark Assessments Course Grades</p>
<p>Analyze data to identify strengths and challenges and determine outcomes.</p>	<p>Sumter County Schools served all students during the FY 21 school year through at-home virtual learning. After reviewing the data listed above, the Sumter County School district has determined that more time is needed to address learning loss. A summer school learning program was provided to help students attain skills that may have not have been attained during the virtual learning process. Students are in need of additional instructional supports to master grade level skills. Efforts are needed to recruit and retain faculty and staff in the position. Strengths: Teachers received extensive online professional development on how to teach using technology. Challenges: Learning Loss; Improving Tier 1 Instruction</p>
<p>What are you currently using (interventions, strategies, resources, community partnerships) to address learning opportunity loss?</p>	<p>Instructional software provides opportunities to individualized student learning and mitigate learning loss (programs such as I-Ready, IXL, Edmentum); Chromebooks and internet service devices were purchased during the FY21 to ensure that students had access to the web-based instruction and internet based intervention software programs that were designed to assess and prescribe lessons based on individual needs; Credit Recovery during the school day and summer; expanded summer learning opportunities to help students develop grade appropriate skills; social worker and counselor monitoring attendance, home visits, parent contacts; Reducing Class Size; Providing Induction and Retention Supports; Family and Community Engagement videos were posted throughout the year with helpful tips for parents to help their child master state standards while at home; and increased staff professional learning (Modern Teacher) for implementation of virtual learning; RESA partnership; Collaborative planning; MTSS.</p>
<p>What data have you collected to know if current efforts have been successful?</p>	<p>FY 21 GMAS EOC and EOG results, GKIDS, GAA, ACCESS 2.0 data, STAR Benchmark data, I-Ready intervention data, IXL data (Special Education), Course Grades, Promotion/Retention/Placement data, Staff Retention Data</p>



What data will you collect and analyze to identify ongoing needs?

Sumter County Schools will continue to collect and analyze the results of state required testing, staff retention data, local benchmark data, STAR data, I Ready intervention data, CNA/CLIP School Improvement Planning data, classroom observation data, staff retention data, SEL data, promotion/placement/retention data, and course grades.

Conducting a Comprehensive Needs Assessment

Plan for Implementation



Develop a team and plan to implement the solutions that are most promising and can be implemented with fidelity.

- Develop a team that will deeply understand the interventions and best ways to implement them.
- Identify roles and responsibilities of those implementing the interventions.
- Develop the implementation timeline.
- Identify resources and supports needed for the implementation of the interventions.
- Develop a set of benchmarks to be reviewed to track the progress of implementation.

Answer the questions below for interventions being implemented.

Questions	Responses
What is the selected intervention(s)?	Class-Size Reduction <input type="checkbox"/>
	Extended School Day (before and after school) <input checked="" type="checkbox"/>
	Extended School Year (adding days to the calendar) <input type="checkbox"/>
	High Frequency Tutoring <input type="checkbox"/>
	Summer Programming <input checked="" type="checkbox"/>
	Virtual Learning (remediation, tutoring, credit recovery, etc.) <input checked="" type="checkbox"/>
	Other: <input type="checkbox"/>
	Other: <input type="checkbox"/>
Which regions/clusters/schools will implement each intervention selected?	All Sumter County Schools within the district will implement: Class Size Reduction Extended School Day Summer Programming Virtual Learning
Which grades or grade bands will participate in each intervention selected?	All Sumter County Schools within the district will implement: Class Size Reduction Extended School Day Summer Programming Virtual Learning
Which student subgroup(s) will participate in each intervention selected?	Class Size Reduction: low income students, students with disabilities, gifted, EL, racial and ethnic minorities, homeless, foster, and migrant. Extended School Day: low income students, students with disabilities, gifted, EL, racial and ethnic minorities, homeless, foster, and migrant. Summer Programming: low income students, students with disabilities, gifted, EL, racial and ethnic minorities, homeless, foster, and migrant. Virtual Learning: low income students, students with disabilities, gifted, EL, racial and ethnic minorities, homeless, foster, and migrant.

<p>What is the target student population(s) for each intervention selected?</p>	<p>Class Size Reduction: all students Extended School Day: all students Summer Programming: all students Virtual Learning: all students</p>
<p>What are the proposed number of hours added to the school year?</p>	<p>The Sumter County School District is committed to providing a 180 day school calendar for students in FY 22 and do not plan to add additionally to the hours of the regular school day.</p> <p>Expanded summer learning and after school opportunities can provide students who attend with up to an additional 72 hours of instruction. (summer program 16 days @ 4.5 hours of instruction per day = 72 hours + after school program (details to be determined with plan revision))</p>
<p>What training is required for staff, students, and parents for each intervention selected?</p>	<p>Training for virtual learning has been ongoing throughout the FY 21 school year. Professional learning for staff in the areas of research based interventions, common assessments, and benchmarks will continue. Summer programming staff, after school staff, and class size reduction staff will continue to use data to drive instructional strategies.</p>
<p>What resources (interventions, strategies, community partnerships) are required for effective implementation of each intervention selected?</p>	<p>The resources needed are the following: Technology- student and teacher devices; license for software; classroom instructional technology; classroom educational supplies and materials, wifi; staff to provide class size reduction, extended day, summer and virtual learning programs and transportation cost to support students travel to and home (as applicable per program) for after school and summer programs; retention pay for staff, continuity of services; SEL materials</p>
<p>What is the formative assessment plan to evaluate student progress and impact for each intervention selected?</p>	<p>Class Size Reduction: course grades and benchmark assessment results for K-8 students Extended School Day: participation, progress monitoring, pre-post assessment data Summer Programming: participation, progress monitoring, pre-post assessment data Virtual Learning: credit recovery data and/or completion of modules for intervention software with diagnostic assessment results to show growth</p> <p>**Professional Learning Communities will facilitate the review of instructional planning, student performance, benchmark assessment data, and the implementation of action steps to address all learner needs. These PLCs will work together in collaboration rather than isolation and taking collective responsibility for student learning.</p> <p>**In addition, a wide array of state assessment and district assessment data will be analyzed to identify trends and patterns along with program strengths and challenges for all students and all subgroups throughout the year.</p>

Implement Plan

Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention(s).
- Consider what additional information is needed to determine if intervention(s) are working.
- Assess the degree to which the implementation plan is being followed.
- Identify ways to break down barriers.
- Build capacity of others to facilitate and implement the intervention(s).

Timeline for Implementation

Class Size Reduction: School Year 2021-2022, 2022-2023, and 2023-2024
 Extended School Day (After School Program) School Year 2021-2022, 2022-2023, and 2023-2024
 Summer Programming: School Year 2021-2022, 2022-2023, and 2023-2024
 Virtual Learning: School Year 2021-2022, 2022-2023, and 2023-2024

What is the proposed timeline to implement each intervention selected?

Examine Progress



Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention(s).
- Consider what additional information is needed to determine if the intervention(s) is working.
- Assess the degree to which the implementation plan is being followed.
- Identify ways to break down barriers.

Outline for Evaluating Implementation and Impact

How will you evaluate implementation fidelity and effectiveness on an ongoing basis of each intervention selected by specific subgroups?

Subgroups: low-income students, students with disabilities, racial and ethnic minorities, migrant students, English Learners, students experiencing homelessness, children in foster care.

2021-2022

Assessments are given and reviewed at multiple points during the year. Academic Coaches will assist teachers and administrators to analyze the data and create targeted intervention plans as it pertains to Tier 1 student mastery. The data will be analyzed to determine the effectiveness of the intervention with all students and with subgroup performance. Struggling students are moved to Tiers 2 and 3, where they receive individualized and small group instruction and are monitored more frequently for mastery.

2022-2023

Assessments are given and reviewed at multiple points during the year. Academic Coaches will assist teachers and administrators to analyze the data and create targeted intervention plans as it pertains to Tier 1 student mastery. The data will be analyzed to determine the effectiveness of the intervention with all students and with subgroup performance. Struggling students are moved to Tiers 2 and 3, where they receive individualized and small group instruction and are monitored more frequently for mastery.

2023-2024

Assessments are given and reviewed at multiple points during the year. Academic Coaches will assist teachers and administrators to analyze the data and create targeted intervention plans as it pertains to Tier 1 student mastery. The data will be analyzed to determine the effectiveness of the intervention with all students and with subgroup performance. Struggling students are moved to Tiers 2 and 3, where they receive individualized and small group instruction and are monitored more frequently for mastery.

LEA Implementation Plan for Use of Funds. *In the survey below, please check all that apply:*

At-risk Student Populations

low-income students: cover costs of specific activities, services, supports, programs, and/or targeted interventions

students with disabilities: cover costs of specific activities, services, supports, programs, and/or targeted interventions

racial and ethnic minorities: cover costs of specific activities, services, supports, programs, and/or targeted interventions

migrant students: cover costs of specific activities, services, supports, programs, and/or targeted interventions

English Learners: cover costs of specific activities, services, supports, programs, and/or targeted interventions

students experiencing homelessness: cover costs of specific activities, services, supports, programs, and/or targeted interventions

children in foster care: cover costs of specific activities, services, supports, programs, and/or targeted interventions

Career, Technical, and Agricultural Education expenses (approved under Perkins Act)

If these efforts support *At-risk Student Populations*, please also check the populations at the beginning of this survey.

Continuity of Core Staff and Services

cover costs of offsetting the need to furlough or reduce the salaries of school-based staff

cover costs of bonuses for retaining educators and support personnel

cover costs of transportation operations

cover costs of expenses related to utilities

other operational costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Distance/Remote Learning

- connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.)
- devices (laptops, tablets, etc.)
- printing costs for learning packets
- instructional resources/tools
- hardware
- software, subscriptions, licenses
- assistive technology or adaptive equipment
- online learning platforms/learning management systems
- other distance/remote learning costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Facilities/Equipment

- costs related to sanitizing/disinfecting buildings and buses
- additional personnel costs ('hazard pay', hours, etc. -- unrelated to preparing and delivering school meals; *see 'School Meals' below*)
- equipment and supplies (gloves, masks, PPE, cleaning supplies, etc.)
- facilities/equipment (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Mental and Physical Health (contracted hours, professional learning, programs, etc.)

- costs related to telehealth
- costs related to counseling
- costs related to school nursing
- costs related to school-based clinics
- costs related to therapeutic services
- Costs related to wraparound services and supports
- other mental

SEL materials

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Professional Development

- Cover costs of additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, consultants, programs, etc.).
- other professional development costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

School Meals

- offset costs due to serving meals (not covered by the USDA reimbursement)
- cover additional 'hazard' pay or hours personnel
- cover additional transportation costs of delivering meals
- other school meals costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Supplemental Learning

- remediation opportunities
- enrichment opportunities
- summer learning
- before/afterschool programs scheduled within the school year
- additional instructional resources
- additional pay for teachers, staff, mentors for extended hours/schedules
- other supplemental learning costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Implement Prevention and Mitigation Strategies


Section A

Return to In-Person Instruction Plan LEA Website Link	https://content.schoolinsites.com/api/documents/6ec705b0b3ba4e85946b397d8bbd60f1.pdf	
The Plan Will Be Updated Within 6 Months	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	Date: December 2021	Plan is Updated to Current CDC Guidelines

Section B

LEAs that receive ARP ESSER funds must develop, submit to GaDOE on a reasonable timeline, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds.

- In the section below, please explain to the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Center for Disease Control and Prevention (CDC) guidance on reopening schools, to continuously and safely open and operate schools for in-person learning. The U. S. Department of Education has provided resources that align with the CDS's guidance, please reference resource in the chart.

 <p>Safely Reopening Schools Resources Provided by the U.S. Department of Education</p>	
Safer Schools and Campuses Best Practices Clearinghouse	Best Practices Clearinghouse - Home (ed.gov)
Center for Disease Control and Prevention-Operational Strategy for K-12 Schools through Phased Prevention	Operational Strategy for K-12 Schools through Phased Prevention CDC
Volume 1- 2021 ED COVID-19 Handbook- Strategies for Safely Reopening Elementary and Secondary Schools	ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools (PDF)
Volume 2- 2021 ED COVID-19 Handbook- Roadmap to Reopening Safely and Meeting All Students' Needs	ED COVID-19 Handbook: Volume 2 2021 (PDF)

1. Please explain how the LEA engaged the entire school community to establish a safe environment for all educators, school staff, and students to promote trust and confidence.

If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.

In the summer and winter of 2020, the Sumter County School System surveyed parents to gauge their comfort level with returning to school to assist with the system's reopening plans. Based on that feedback, the system implemented virtual learning as the method of instruction for the FY 21 school year. Principals worked with teachers and support staff in each building to seek the input on establishing safe environments. Information from the CDC, DPH, local healthcare professionals, and the GaDOE was used to develop a reopening plan. The draft was shared in several public BOE meetings. The system used consistent and clear communication to keep all stakeholders informed prior to and throughout the school year.

2. Please explain how the LEA used ARP-ESSER funds to implement prevention strategies to reduce the transmission of COVID-19 in schools.

If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.

Please check strategies implemented by LEA:

- Universal and correct use of masks
- Physical distancing
- Handwashing and respiratory etiquette
- Cleaning and maintain healthy facilities
- Contact tracing in combination with isolation and quarantine

Contact tracing practices were in-line with DPH guidelines. Enhanced cleaning services were provided by our custodial staff that included the use of a disinfecting fogger used at least weekly and additional cleaning of commonly used surfaces (example: door handles) using disinfecting wipes, sprays, and sanitizing cleaning supplies. Thermo cameras were purchased in designated areas that measured temperatures as individuals walked inside the building and immediate notification was sent electronically to identified staff if someone had a temperature over the designated limit per CDC guidance. Masks were worn by adult staff, shields were purchased for areas such as the front office and media center circulation desk, and masks were purchased for visitors and students to use when riding the bus to summer school programs. Additional chromebooks were purchased so that students would have a device to use at home, laptops and web-cameras for virtual instruction by teachers/instructional staff, and the district also utilized funds to provide wifi rangers and hot spots for student use for at home virtual instruction. In-building instruction and work (for adults) followed CDC guidance to refrain from large gatherings, keeping appropriate social distancing, and commonly used surfaces (such as water fountains) were covered and not utilized and restrooms were sanitized more frequently throughout the day.

The plan is available for review on the Sumter County Schools webpage.

3. Please explain how the LEA monitored cases and made decisions about in-person instruction.

If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.

COVID-19 cases were actively monitored at the system level. Cases were monitored both in the schools and in the community on a regular basis, sometimes several times a day. System administrators remained in close contact with local DPH and health care providers. Sumter County Schools follows the guidance of local health officials when there is a positive case of COVID-19 identified at school and provides appropriate communications to those impacted. Individual communications are made to "close contacts" of a person who has tested positive for the virus as defined by and in accordance with the Department of Public Health (DPH). Communications are consistent with applicable law and privacy policies, including the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).

The plan and more information is available for review on the Sumter County Schools webpage.