

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

<b>Name of LEA</b>	Miller		
<b>Date of Submission</b>	05.18.21	<b>Original Budget</b>	<input checked="" type="checkbox"/> <b>Amendment #</b>

### APPLICATION CONTENTS

- Assurances
- LEA Overall Priorities
- Learning Opportunity Loss Plan
- Use of Funds
- Implementation of Preventive & Mitigation Strategies (Return to In-Person Instruction)
- Learning Opportunity Loss Plan Appendix

### ASSURANCES

Select each box within each category of assurances. NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.

<input checked="" type="checkbox"/>	<p>An LEA that receives ARP ESSER funds will develop, submit to the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan, and any revisions to the plan will be submitted consistent with procedures.</p> <p>The LEA assures that ARP ESSER funds will be used for their intended purposes, including:</p> <ul style="list-style-type: none"> <li>whether and how they will use the funds specifically for COVID-19 prevention and mitigation strategies,</li> <li>how the funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions,</li> <li>and how the LEA will ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic.</li> </ul>
<input checked="" type="checkbox"/>	<p>The LEA assures, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act the LEA will periodically, but no less frequently than every six months, review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, the LEA will seek public comment on the development of its plan, the LEA will seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan.</p>
<input checked="" type="checkbox"/>	<p>The LEA assures if they revise their plan, the revised plan will address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, the revised plan will address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.</p>
<input checked="" type="checkbox"/>	<p>The LEA assures if a plan has been developed prior to the enactment of the ARP Act that meets the requirements under section 2001(i)(1) and (2) of the ARP Act, but does not address each of the required aspects of safety established in the interim final rule requirement, they will (as part of the required periodic review) revise the plan consistent with these requirements no later than six months after its last review.</p>
<input checked="" type="checkbox"/>	<p>The LEA assures the plan will be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.</p>

## 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
Full Time Substitutes	Teacher absentee logs
Loss Of Learning Intervention Teachers	MAP & Exact Path Curriculum Data: Lack of adequate progress
Core Curriculum Materials: Textbooks and Supplemental Materials	Professional Learning Data/Priority: Undeveloped pedagogy to address core standards, digital learning, and differentiated instruction

## 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	<a href="https://www.miller.k12.ga.us/sys/content/newspost/2db8e6021bde41ecb433aa28a9c1e58a">https://www.miller.k12.ga.us/sys/content/newspost/2db8e6021bde41ecb433aa28a9c1e58a</a>
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*If the contents of this document are explicitly explained and included within a template created by the LEA and posted on the LEA's website, please include the reference to locate the contents of the plan above.*



### 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

What data needs to be collected and synthesized to determine student needs caused by learning opportunity loss?

Loss of Learning Curriculum Progress Data: MAP (Measures of Academic Progress) Benchmark Assessment. Exact Path to create course of study based on MAP. 21 Georgia Milestones

Analyze data to identify strengths and challenges and determine outcomes.

Principal and Academic Coach determine an agenda for Leadership Team to examine and report-

Areas of Strength Weakness: Lexile levels Math MGP, content area domains, drill down to standards

Following each leadership team meeting: Principal and Academic Coach makes recommendations to adjust instruction according to tiered intervention and report outcomes at next meeting. Principal and Academic coach to perform walkthroughs to verify instruction is being carried forth as recommended

What are you currently using (interventions, strategies, resources, community partnerships) to address learning opportunity loss?

Family & Community Engagement: School Councils are tasked with strategies to increase stakeholder involvement to improve the following: increased number of data responses that reflect number of participants engaged in planned activities, increased number of follow up evaluation/surveys to assist with planning meaningful activities

Summer School: Selection criteria - Lexile within range of 50% and 75% range scoring at or below grade level with priority for students with disabilities.

iLearn, Exact Path Prescriptive/Diagnostic, small group direct instruction based on individual needs, access to digital learning with 1/1 technology, continued professional development in areas of MTSS, content pedagogy with emphasis on digital learning and differentiation of instruction

What data have you collected to know if current efforts have been successful?

21 Milestone Scores, End of Year Benchmark Assessments, End of Year MTSS records, Credit Recovery, Pass/Fail Grades, Promotion/Retention, Covid Related Attendance (Teacher and Student), Quarantine Dates (Teacher and Student), Distance VS. On-Site Assignment Completion

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

Attendance- Teacher & Student  
Lexile  
Math MGD- iLearn  
Exact Path Diagnostic/Prescriptive Progress  
21 CLIP School Improvement Planning  
Leadership Team meetings  
Classroom Observation  
Ongoing Professional Learning Community effectiveness data



### Selecting Interventions



Research many sources to determine the solutions that have evidence of meeting the identified needs. Select the evidence-based interventions that scale up and enhance existing academic programs and initiatives that accelerate academic progress. Interventions should address literacy, numeracy, credit-recovery, and needs for those students at-risk for not graduating.

- Consider all the evidence for needed improvements.
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions.

This section is to inform the selection of intervention(s). No entries are required in this section.

### Intervention Options

### Considerations for Selection and Implementation

#### Class-Size Reduction

According to the research, things to consider with this intervention:



- Most effective in grades K-8
- Generally, class sizes of between 15 and 18 are recommended to ensure impact
- Teacher quality must be considered
- Physical space

[Link to the research in the appendix](#)

#### Extended School Day (before and after school)

According to the research, it is important to consider the impact of the school start and end time within the school context, on the community, on families, on students, as well as financial implications. Things to consider:



- Curriculum and alignment to content taught during the regular school day
- Transportation
- Meals and snacks
- Required accommodations for students
- Impact on extracurricular activities

[Link to the research in the appendix](#)

#### Extended School Year (adding days to calendar)


Extending the school day or year may bring non-instructional benefits, but little research-based evidence exists to support the possibility that student achievement will increase as well. The research literature indicates that time is a necessary but not sufficient condition for improving achievement. The crucial issue seems to be how the time is used, with quality of instruction being the key. Things to consider:



- Contracts of teachers and administrators
- Teacher and student burnout
- Parent buy-in to ensure engagement
- School breaks
- Transportation

[Link to the research in the appendix](#)



<p><b>High Frequency Tutoring</b></p>	<p>According to the research, the most effective tutoring programs share the following structure:</p> <ul style="list-style-type: none"> <li>• Three or more sessions per week</li> <li>• 30-60 minutes per session</li> <li>• At least 10 weeks</li> <li>• Three to four students per group, but one-on-one or 1:2 tutoring is most effective, using teachers or paraprofessionals</li> <li>• Pair students with a consistent tutor throughout the program</li> <li>• Offer during the school day or immediately after</li> <li>• Align to grade-level or course standards</li> <li>• Use ongoing formative assessment practices to measure growth and make adjustments in delivery</li> </ul> <p><a href="#">Link to the research in the appendix</a></p>
<p><b>Summer Programming</b></p>	<p>According to the research, the most effective summer programs share the following structure:</p> <ul style="list-style-type: none"> <li>• Five to six weeks in duration</li> <li>• Five days of programming per week</li> <li>• 60-90 minutes of math and 90-120 minutes of reading/writing instruction per day and two-three hours for enrichment activities</li> <li>• Small classes of up to 15 students per teacher</li> <li>• Use highly effective teachers</li> <li>• Provide professional learning focused on consistent curriculum and maximizing instructional time</li> </ul> <p><a href="#">Link to the research in the appendix</a></p>
<p><b>Virtual Learning</b> (remediation, tutoring, credit recovery, etc.)</p>	<p>According to research, things to consider:</p> <ul style="list-style-type: none"> <li>• Instruction combining online and face-to-face elements has a larger advantage</li> <li>• Online instruction should be collaborative or instructor-directed</li> <li>• Provide learners control of their interactions with media and prompt learner reflection</li> <li>• Provide a combination of additional learning time and materials as well as additional opportunities for collaboration</li> <li>• Online learning is much more conducive to the expansion of learning time than is face-to-face instruction</li> <li>• Accessibility – access to technology and connectivity</li> <li>• Meals for students</li> <li>• Teacher training on student engagement strategies</li> <li>• Flexible schedules</li> </ul> <p><a href="#">Link to the research in the appendix</a></p>
<p><b>Other</b></p>	
	<p><a href="#">Guiding Questions to Consider – Link to questions in appendix</a></p>

### 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: Targeted pull-out to work with Intervention Specialist <input checked="" type="checkbox"/>
	Other: LLI : Leveled Literacy Intervention K-5 <input checked="" type="checkbox"/>
Which regions/clusters/schools will implement each intervention selected?	All schools, grades and sub-groups.
Which grades or grade bands will participate in each intervention selected?	All grades (there are no grade bands)
Which student subgroup(s) will participate in each intervention selected?	All student subgroups



<p>What is the target student population(s) for each intervention selected?</p>	<p>All student subgroups performing below grade level.</p>
<p>What are the proposed number of hours added to the school year?</p>	<p>None</p>
<p>What training is required for staff, students, and parents for each intervention selected?</p>	<p>Staff, Parents, Students: Mental Health &amp; Poverty Awareness training and the effects on achievement</p> <p>Staff: Improving methods of collecting, analyzing, interpreting, and reporting student based learning outcomes specifically related to loss of learning</p>
<p>What resources (interventions, strategies, community partnerships) are required for effective implementation of each intervention selected?</p>	<p>Decrease number of traditional (on-site) parent and community activities/meetings to ongoing engagement: recording videos on website of meetings, video tutorials regarding electronic data collection, how to engage and communicate online</p> <p>Targeted Engagement Activities: Improving attendance, Improving Achievement Gaps due to loss of learning, changing engagement activities with parents to a data based format comprable to APTT</p>
<p>What is the formative assessment plan to evaluate student progress and impact for each intervention selected?</p>	<p>MAP- Beginning, Middle &amp; End Benchmark iLearn - MGP Beginning, Middle End Exact Path - Beginnin, Middle &amp; End</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

What is the proposed timeline to implement each intervention selected?

School Year 2021-2022 to be updated for each consecutive year of the grant period



### 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

#### 2021-2022

Each school CLIP will be aligned to the ESSER grants. Each CLIP will have an action plan addendum to measure effectiveness and fidelity

#### 2022-2023

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.

#### 2023-2024



## USE OF FUNDS

The LEA shall reserve **not less than 20 percent** of such funds to address learning loss through the implementation of evidence-based interventions. In addition to the interventions outlined in the template above, this percentage of funds can be used to address assessment needs, assistance to parents as they support their students, and student engagement and attendance. Please estimate the approximate percentage of the LEA's ESSER III formula funds allocated for each of the activities or purposes addressing learning loss listed below.

Activities to Address Learning Loss	Percent
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 at-risk populations.	100 %
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.	100 %
Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment	100 %
Tracking student attendance and improving student engagement in distance education	100 %

Activities to Address Other Needs	Percent
Any activity authorized by the Elementary and Secondary Education Act of 1965, Individuals with Disabilities Education Act, Adult Education and Family Literacy Act, and Carl D. Perkins Career and Technical Education Act of 2006.	100 %
Activities to address the unique needs of at-risk populations	100 %
Developing and implementing procedures and systems to improve the preparedness and response efforts	100 %
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	%
Purchasing supplies to sanitize and clean the facilities	%
Planning for, coordinating, and implementing activities during long-term closures, including <b>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</b> to be provided consistent with all Federal, State, and local requirements.	%
Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.	%
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.	%
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.	%
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	%
Developing strategies and implementing public health protocols including, to the greatest extent practicable, 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	%
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.	%
Please identify "other activities"	%
<b>Total</b>	<b>100%</b>



**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

Professional learning

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)

Stipend for additional hours to complete professional learning activities

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/after school 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

<b>Return to In-Person Instruction Plan</b> <b>LEA Website Link</b>	<a href="https://www.miller.k12.ga.us/sys/content/newspost/2db8e6021bde41ecb433aa28a9c1e58a">https://www.miller.k12.ga.us/sys/content/newspost/2db8e6021bde41ecb433aa28a9c1e58a</a>	
<b>The Plan Will Be Updated Within 6 Months</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	Date: 12.01.21	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.

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

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.*

Attached

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

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.*

Attached



## Appendix

### Guiding Questions

#### Selecting Interventions:

- Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English learners) and does the intervention have positive and statistically significant effects on important student or other relevant outcomes?
- Have appropriate stakeholders (e.g., students, family, staff and community) been involved in discussions on how to address their needs?
- How can the impact of the intervention be measured?
- What tools will the school/district use to determine impact?
- What resources are required to implement this intervention with fidelity?
- What is the local capacity to implement this intervention with fidelity?
- What skills and resources will staff need to implement the intervention?
- How does this intervention fit into larger strategic goals and other existing efforts?

#### Examining Progress:

- How will you progress monitor the fidelity of implementation?
- How can progress monitoring ensure that the actions are effective, impact practices, and improve student achievement for all subgroups?
- What benchmarks will be established and what data will be collected to measure effectiveness of interventions for all subgroups?
- What specific evidence and artifacts will you collect to determine if the interventions are executed in a way that has an impact on student outcomes for all subgroups?
- Do the evidence and artifacts demonstrate the fidelity of implementation and effectiveness of the interventions?
- Are the evidence and artifacts easily obtainable?
- Who is responsible for gathering evidence and artifacts? How and where will the evidence and artifacts be stored and shared?
- [Program Evaluation Step-by-Step Guide](#) and [Logic Model](#) – This step-by-step guide assists districts with prioritizing programs to evaluate, planning processes for data collection and analysis, and using the findings to develop action plans for program improvements. An accompanying tool provides an overview of the logic model concept, a template for logic model creation, and a checklist to ensure effective logic model implementation.

## Additional Research and Resources

### Updates and Research on Accelerated Learning and Best Practices

- [TNTP-Learning-Acceleration-Guide-Updated-Nov-2020.pdf](#) – This is an updated guide from The New Teacher Project (TNTP) with specific goals and strategies that can help schools begin accelerating students back to grade level in any instructional format—in-person, virtual, or hybrid. TNTP has placed special emphasis on the two most important things schools should prioritize right now: grade-appropriate assignments and strong instruction.
- [EdResearch for Recovery School Practices to Address Student Learning Loss \(brown.edu\)](#) – This brief is one in a series aimed at providing K-12 education decision makers with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. This brief looks at potential interventions for students who have fallen out of typical grade range, particularly those who were struggling before the pandemic. Evidence suggests that, although most students will experience some learning loss, the majority will still be able to engage with grade-level content.
- [Broad-Based Academic Supports for All Students \(brown.edu\)](#) – This brief provides research and resources to address academic supports schools should prioritize for all students, including strategies to consider and those to avoid.
- [Best Practices for Learning Loss Recovery](#) – This report explores research-based supports for student academic recovery from learning lost due to COVID-19 pandemic-related school closures. This report examines approaches to adding learning time within the structure of the regular academic calendar (e.g., school year, school days, and periods) and existing extended learning opportunities (e.g., after-school programs, acceleration academies, summer school).
- [EdResearch for Recovery Bringing Evidence-Based Decision-Making to School Safety \(brown.edu\)](#) – This brief provides research and resources to address how schools and districts can monitor students' social and emotional well-being throughout the year, including strategies to consider and those to avoid.
- [Restart & Recovery: Considerations for Teaching and Learning: Academics](#) - This resource is one part of a project designed to support states and school systems in addressing the critical set of challenges they will face as they plan for (and restart) teaching and learning amid the COVID-19 pandemic and in light of the moral imperative to actively redress racial and other inequities. It consists of customizable guidance and vetted resources.
- [Review-of-Expanded-Learning-Opportunities.pdf \(hanoverresearch.com\)](#) – Hanover Research expands its previous brief on extended learning time. An expanded discussion of extended school day/year models, summer school initiatives, pre-kindergarten programs, and out-of-school time programs is provided, to inform discussions about strategies to improve student achievement and educational outcomes.



### **Class-size Reduction**

- [NCPEA Policy Brief -Class-Size Policy -The STAR Experiment and Related Class-Size Studies](#) – This brief summarizes findings on class size from over 25 years of work on the Tennessee Student Teacher Achievement Ratio (STAR) randomized, longitudinal experiment, and other Class-Size Reduction (CSR) studies throughout the United States, Australia, Hong Kong, Sweden, Great Britain, and elsewhere.
- [The Effectiveness of Class Size Reduction](#) – This brief provides research-based options for education policy makers on the effectiveness of class size reduction.
- [Rethinking Class Size -The complex story of impact on teaching and learning](#) – This book examines class size reduction with several new approaches and shares an overriding model which shows how class size works through interconnections with other processes and features in the classroom and identifies key pedagogical implications for teachers and schools.
- [Class Size: What Research Says and What it Means for State Policy](#)

### **Extended School Day**

- [Extending the School Day-Year: Proposals and Results](#) – This review provides a review of research on the feasibility of extending the school day/year
- [Research Brief – Extended School Day](#) – This review summarizes what the research says about extending the school day, either starting early or staying later.
- [Do Students Benefit from Longer School Days? Regression Discontinuity Evidence from Florida's Additional Hour of Literacy Instruction](#)

### **Extended School Year**

- [Extended School Day-Year Programs: A Research Synthesis](#) – This analysis reviews the data on two types of extended school programs--those that extend the number of hours per day students spend in school, and those that extend the school year.
- [Extended School Year](#) – This Information Capsule addresses research conducted on extended school years and their impact on student achievement.

### **High Frequency Tutoring**

- [Accelerating Student Learning with High-Dosage Tutoring \(brown.edu\)](#) - Part of EdResearch's Design Principles series that outlines the evidence, design principles and considerations for high-frequency tutoring. Rigorous research provides strong evidence that high-dosage tutoring can produce large learning gains for a wide range of students, including those who have fallen behind academically.
- [Community Engagement in K-12 Tutoring Programs: A Research-Based Guide for Best Practices](#) – This document provides evidence from researchers across disciplines and synthesizes a set of best practices in tutoring for use by community engagement practitioners.

### Summer Programming

- [Best Practices for Comprehensive Summer School Programs](#) – This report discusses best practices for summer learning and describes how districts structure summer enrichment, acceleration, and transition programs.
- [Effective Program Design for Elementary Summer Learning Programs](#) – This report investigates the impact of summer programs on student learning outcomes, discusses the features of effective summer programs for elementary school students, and outlines strategies for evaluating summer programs.
- [Getting to Work on Summer Learning – Recommended Practices for Success](#) – This guidance is intended for school district leaders and their partners across the United States who are interested in launching or improving summer learning programs. In this summary version, the authors distill lessons about implementation gleaned from a six-year study of voluntary summer programs in the five urban districts participating in the National Summer Learning Project.
- [Summer Reading Camp Self-Study Guide](#) – This guide is designed to facilitate self-studies of planning and implementation of summer reading camp programs for grade 3 students. It provides a template for data collection and guiding questions for discussion that may improve instruction and increase the number of students meeting the grade-level standard by the end of the summer reading camp.
- [Summer School Design and Evaluation Framework](#) – This report reviews best practices in summer school program design and discusses how districts can leverage multiple research methodologies (e.g., data analyses, surveys, in-depth interviews, classroom observations, etc.) to monitor the implementation and evaluate the effects of their summer school programs.

### Virtual Learning

- [Evaluation of Evidence-Based Practices in Online Learning](#) – The goal of this study by the U.S. Department of Education is to provide policymakers, administrators and educators with research-based guidance about how to implement online learning for K–12 education and teacher preparation.
- [Access to Algebra I=The Effects of Online Mathematics for Grade 8 Students](#) – This study tested the impact of offering an online Algebra I course on students' algebra achievement at the end of grade 8 and their subsequent likelihood of participating in an advanced mathematics course sequence in high school.
- [Strategies for Virtual Learning Implementation](#) – This report by Hanover Research examines best practices in planning and implementing virtual learning programs. The report reviews literature on strategies for implementing successful virtual learning programs and profiles four school districts with exemplary programs.





## Miller County School System Covid-19 Plan

### Overview:

The Miller County School System (MCSS) takes pride in providing our students with an education to equip them with the necessary tools for success in school and after graduation. The current Covid-19 Pandemic is causing us to shift our methods of instruction and daily operations. While the educational success of our students is a priority, we will now increase our focus on safety protocols. Whether or not our students are learning in the building or learning from a distance, we remain committed to the success of our students.

In planning for the 2020-2021 school year the Miller County School district leaders have used and will continue to use the guidance of the Department of Education, local, regional, and state Department of Public Health, and CDC, as well as input from administrators, teachers, students, and parents as we plan for the return of our students and staff members. The re-opening plan is a work in progress. It is not intended to be an exhaustive or detailed list of expectations, but it will provide an overview of our anticipated re-entry into the school setting. We plan to monitor the latest health recommendations and keep the safety of our staff and students as our top priority.

We are committed to the return of our students and staff to in person learning and teaching. Each instructional model in our plan places the health and safety of our staff and students as a priority. At this time more than ever communication and cooperation between the school, parents, and community is of utmost importance. Ongoing communication between school and parents will allow everyone to make the best decisions for students. Please reach out to us for any questions or concerns.

## MCSS Covid-19 Plan

### Instructional Models for the 2020-2021 School Year

The following instructional models will be available for the 2020-2021 school year. We will begin the year with In person instruction and virtual instruction.

Instructional Model Option	Instructional Model Description
<b><u>In Person Instruction</u></b> All students Pre-K-12th grade will follow a regular school schedule.	Students following this model will be on campus. Enhanced safety/health procedures will be in place.
<b><u>Virtual Instruction (Parent Preference)</u></b> Full time enrollment in virtual at home instruction PreK-12th grade.	Parents have the option to register their child(ren) for at home full time virtual learning. Registration is required.

### ATHLETICS:

We will follow the most current Georgia High School Association guidelines for sporting events and practices.

### ENROLLMENT, SCHEDULING, AND SCHOOL COUNSELING:

- ☐ Parents must register each child for the 100% virtual learning option. At this time enrollment in virtual learning is for 1 full semester. All students will be considered in person unless the parent completes virtual registration.

## **MCSS Covid-19 Plan**

- ❑ School counseling may occur during the school day or via virtual or phone conference as needed. Please schedule an appointment with the school counselor as needed.

### **Home-School Communication**

- ★ Updated information will be located on the Miller County School website. School and class announcements will be posted on social media pages and School Messenger.
- ★ Parents should update their contact information with the school system.
- ★ Updating staff, students, families, and communities will be a priority as we get started and throughout the school year.

### **INSTRUCTION:**

- ❖ An extended pre-planning with professional learning for teachers will occur to prepare teachers to provide instruction in a blended environment. Teachers will be prepared to offer virtual learning for all students should the need arise.
- ❖ All teachers K-5 will use Google Classroom. As much as feasibly possible, online instruction will mirror in person instruction. Blended learning may include teacher-created videos, web videos, assignments via various online platforms, and other resources.
- ❖ Students in grades 6-12 will utilize the Odysseyware platform for online learning. This program is aligned with state standards. Teachers will customize courses to mirror in class instruction. Teachers will provide resources via Google Classroom to assist students as needed. Teachers will be available for assistance as needed.
- ❖ Formative diagnostic assessments and universal screeners will be administered to guide instructional decision-making.



## **MCSS Covid-19 Plan**

- ❖ Professional learning communities will be utilized to analyze data to determine students' specific learning needs.
- ❖ Curriculum maps have been adjusted to reflect the change in schedule and instructional models.

### **Safety and Security:**

- ❖ All classrooms will be provided with hand sanitizer and disinfectant spray.
- ❖ Water fountains will be closed. Students are encouraged to bring a water bottle to school with them.
- ❖ No lockers will be issued at this time.
- ❖ Staff members will be required to wear masks when not able to social distance.
- ❖ Cleaning/sanitation schedules for classrooms will be developed. Classrooms will be clean/sanitized during the day.
- ❖ All students are encouraged to wear masks at all times, but especially during transition times, and when social distancing is not possible.
- ❖ Visitors inside the building will be limited and all are subject to principal approval. Only one parent or guardian per family will be allowed to enter the building. Any visitor allowed in the building is subject to health screenings.
- ❖ Health and safety signage will be placed throughout the buildings. Directional signs will be posted to adjust traffic flow.
- ❖ Adjusted recess and activity schedules will be followed to minimize mixing of groups.
- ❖ Daily temperature checks for all staff and students.
- ❖ Efforts will be made to minimize the number of students in a class at any given time. This will maximize social distancing measures.
- ❖ Efforts to decrease the movement/transition of students will be enacted.
- ❖ Policies regarding students leaving and re-entering campus will be reviewed and changed as deemed necessary by the administration to maximize the health and safety of staff and students.

Decisions to send students or staff home, quarantine/isolation recommendations, contact tracing and return to school/work decisions will be made in consideration of current CDC guidelines and/or consultation with health care providers and our local Health Department, as deemed necessary on a case by case basis, to facilitate the safety of our students and staff.

## **MCSS Covid-19 Plan**

The following guidelines will be followed:

1. Covid-19 exposed students or staff: Those in close contact (within 6 feet for at least 15 minutes with or without protective equipment) with someone with a positive case should be quarantined 14 days after their last contact with the covid + person.
2. Covid-19 symptomatic students or staff: Students/staff who are sent home with fever and/or covid-19 symptoms but who are not tested may return when they are symptom and fever free for 24 hours without medication.
3. Covid-19 positive students or staff with no symptoms: Individuals may return to school/work when 10 days have passed since the positive test, OR the student or staff member receives 1 negative test result.
4. Covid-19 positive students or staff with symptoms: Individuals may return to school/work when they are 10 days since symptoms first appeared and 24 hours with no fever AND improved symptoms, or a negative test result.
5. Persons with severe symptoms may be subject to other criteria.

When a person in our school tests positive for COVID-19:

- We will coordinate with the health department and local health officials for input on the best course of action.
- Decisions regarding school closure will be made on a case-by case basis.
- Contact tracing data and local health officials' recommendations will determine school closure decisions.
- Contact tracing data and local health officials' recommendations will determine closure decisions.

Cleaning and disinfecting of the areas where the positive person has been will be carried out according to the latest guidelines.

Privacy and confidentiality of student and staff information will remain a priority. HIPPA, ADA, and FERPA law and requirements regarding confidentiality are serious and should be adhered.



## MCSS Covid-19 Plan

### Nutrition

Elementary School	Middle School	High School
<ul style="list-style-type: none"><li>• Grab and go breakfast/all students eat breakfast in classrooms.</li><li>• Lunch will be delivered to each classroom. All students eat in the classroom.</li></ul>	<ul style="list-style-type: none"><li>• Grab and breakfast/all students eat in classrooms.</li><li>• Lunch will be delivered to each classroom. All students will eat lunch in the classroom.</li></ul>	<ul style="list-style-type: none"><li>• Grab and go breakfast/all students eat breakfast in classrooms.</li><li>• 12th graders will eat in the lunchroom (social distancing enforced) Lunch will be delivered to the classroom for 9th-11th. All students will eat lunch in the classroom.</li></ul>

#### All Schools

- All meals will be pre-plated in carryout containers.
- Lunchroom staff will wear face masks during food prep and distribution.

### School Operations

- ❖ Students and staff will enter through designated access points.

There will be a protocol for student pick up/drop off: staggered entry and release, and marked spacing for pick-up. School specific details will follow at a later date.



## **MCSS Covid-19 Plan**

- ❖ Staff and students are discouraged from sharing equipment, property, and other objects. Parents will be provided with school supply lists. Parents are encouraged to provide supplies for their child to limit the sharing of items.
- ❖ The congregation of visitors in parking lots at the schools' entrances, and in common areas such as lobby areas is discouraged.
- ❖ There will be signage and informational documentation explaining the district's healthy school requirements in each school.
- ❖ School-spaces (e.g. cafeteria, hallways, classrooms) will be modified to support social distancing practices.
- ❖ Buildings will be properly sanitized between classes and at the end of the school day by teachers and/or custodians and deep cleaned/disinfected weekly..
- ❖ Parents are encouraged to transport children to and from school. Buses will be cleaned after the morning drop off and afternoon drop off. Students will sit in a designated seat on the bus. Bus seating charts will be kept.
- ❖ If a student or staff member is diagnosed with COVID-19, a protocol for closing school will be followed. The district's assessment and DPH criteria/guidance will determine if the impacted classroom or the entire school building needs to close for a specified period of time.

### **Technology**

- ❖ In person students will be assigned a device for school use. All devices will be sanitized after each use.
- ❖ Guidance will be provided to school staff on proper cleaning procedures for computers and equipment.
- ❖ Plans are being developed to increase internet access and devices to distance learning students.

## MCSS Covid-19 Plan

### Transportation:

<b>Route Information:</b> <ul style="list-style-type: none"><li>→ Parents are encouraged to provide transportation for the child (ren). If they are unable to do so the MCS Transportation Department is working to decrease the number of students riding on the bus by planning for multiple trips in town. Because of the lack of drivers, we will be unable to add multiple routes in the county.</li><li>→ Plans and procedures will be developed for arrival and dismissal times to maximize health and safety of students.</li></ul>	<b>Safety Information:</b> <ul style="list-style-type: none"><li>→ Buses will be cleaned and disinfected before and after routes are run.</li><li>→ Temperature scanning for all bus riders each morning before entering the bus.</li><li>→ Hand sanitizer will be available on each bus.</li><li>→ Students are encouraged to wear mask/face coverings while riding the bus.</li><li>→ Students will be expected to sit in their assigned seat on the bus daily.</li></ul>
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### WHAT PARENTS CAN DO TO HELP:

- ★ Check your student's temperature
- ★ Teach and reinforce proper hygiene measures to follow throughout the day (handwashing, covering coughs/sneezes, and face coverings)
- ★ No sharing of personal belongings
- ★ Make sure your student has hand sanitizer in their possession (remind him or her to use it frequently). Hand sanitizer will be available in every classroom and throughout the buildings.
- ★ Remind your student to notify their teacher at school if he/she feels ill.
- ★ Remind students to keep his/her hands away from their mouth and not to touch others.
- ★ Remind your child to social distance to the maximum extent possible at all times.



- ★ Keep your student at home if he/she has COVID-19 symptoms, has tested positive for COVID-19



## *Miller County Board of Education*

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### **Return to School Protocol**

We know that parents and guardians are anxiously awaiting word on our plan to return to school for the 2020 - 2021 school year. We have given much thought, care, and effort into our planning so that we may take every precaution to keep students and staff members safe and healthy. Our goal has always been, and always will be, to provide as "normal" an educational setting as can safely be provided. After much consideration and planning, our plan is as follows:

1. Students will return to school on **Monday, August 10th**.
2. Bus Transportation: Bus drivers will wear masks. Students will have their temperature checked prior to boarding the school bus. If a student has a temperature, he or she will not be allowed to board the bus. Students will be socially distanced as much as is reasonably possible.
3. Students being dropped off/driving themselves: Students being dropped off or that drive themselves to school will have their temperature checked prior to being allowed to enter the building. If a student has a temperature, he or she will not be allowed to enter the building.
4. Students and staff members are encouraged to wear masks, but masks will not be required. If masks are worn, parents must provide masks for their child/children, and staff members will have to provide their own masks. The school will not provide masks.
5. Visitors to school will have their temperature checked prior to being allowed to enter the building and are encouraged to wear a mask. If a visitor is determined to have a temperature, access to the building will be denied. Visitors will be



limited to and given access by the discretion of administration. The administration reserves the right to limit and/or deny access to the building.

6. Water fountains will be turned off. Students should bring individual bottles of water to drink during the day. The school will not provide bottled water for students.
7. If a student is sent to the nurse and has a temperature (100.2+) and/or symptoms of COVID-19, the student will be placed in a private area away from the general population until the parent or guardian can pick him or her up. Parents and guardians will be expected to have a way planned out ahead of time to have their child or children picked up in the event they are running a fever and/or demonstrating symptoms of COVID-19. Returning students must be symptom free for a minimum of 24 hours.
8. Breakfast and lunch will be provided in the classroom rather than having students gather in large groups in the cafeteria.
  - The exception may be lunch for Kindergarten and 1st grade students. In the event these students enter the cafeteria, social distancing will be practiced.
9. Social distancing will be practiced as much as can be expected in classrooms, during transition time, when taking restroom breaks, and at all other times during the school day.
10. Signage will be posted throughout the building to remind students and staff members of safety measures to prevent the spread of communicable diseases.
11. Custodians will make extra efforts to sanitize the building throughout the school day.
12. Protocol is based to change as defined by state and local health officials.

Please be assured that hours were spent planning for students to return to school. There is no great answer for how to do this. We are in uncharted territory as we face this pandemic from an educational standpoint. Again, our goal was to provide the most “normal” educational setting as possible, yet keep staff and students safe. We truly feel that the steps outlined here will help us accomplish both goals. Should you have questions, concerns, or suggestions, please feel free to contact school leaders. Contact

information is listed below. Thank you in advance for your cooperation and support as we prepare to do what we feel is best for our students.

Jamie Ard (Elementary School Principal) - [jard@miller.k12.ga.us](mailto:jard@miller.k12.ga.us)

Cleve Roland (Middle School Principal) - [croland@miller.k12.ga.us](mailto:croland@miller.k12.ga.us)

Bo Adams (High School Principal) - [bo.adams@miller.k12.ga.us](mailto:bo.adams@miller.k12.ga.us)

Shane Miller (Superintendent of Miller County Schools) - [smiller@miller.k12.ga.us](mailto:smiller@miller.k12.ga.us)