

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**KIPP MIAMI - 98Z**

**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](mailto:recoveryplan@fldoe.org). The subject line of the email must include district name and Plan for the Safe Return of In-person Instruction. Upon the Department’s approval, the LEA shall post this plan on the LEA’s website within 90 days of the award.

**Part I: Implementation Plan**

**The LEA will submit an implementation plan, outlining planned activities for each of the following uses of funds under section 2001(e) of the ARP Act. The description must be adequate to ascertain that the proposed use of funds is necessary to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.**

**Activities should be numbered consecutively. If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities. School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.**

**Activity 1**: **Addressing Learning Loss (at least 20% of total allocation).** Of the total amount allocated to an LEA, the LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

We plan to use the funds to address learning loss in three ways: an standards-aligned curriculum, summer school programming, and interventionists.

Activity 1 - As Florida moves towards the B.E.S.T. standards, we are required to change our curriculum to meet the demands of the new standards. We will engage in a research and vetting process to select a rigorous and standards-aligned curriculum for Math and Reading in grades K-8. We will gather rounds of input from stakeholders in order to make a final decision. From there, extensive professional development will be planned for the summer and throughout the 2023 school year to prepare leaders and teachers to implement the curriculum. Purchasing and effectively implementing a B.E.S.T-aligned curriculum aligns with our goal of addresses learning loss, as these new standards are modeled around a “back to basics” approach and emphasize the foundational skills many of our students are struggling with due to the pandemic.

* 1. Students will also use Amplify and Raz Kids to support with curriculum and meeting the needs of students through Reading and Math.
  2. Independent Reading Libraries will be set up in each classroom to support the curriculum and implementation of standards.
  3. Assistant School Leaders will support school-wide academic goals, instructional priorities and individual development goals, lead staff members to achieve high performances through goal setting and evaluation, as well as, coaching and feedback. They will provide consistent classroom observation and feedback/coaching and facilitating curriculum planning and evaluating unit and lesson plans.

Activity 2 - We will allocate a portion of the funds towards summer school programming. Summer school is required for our ESY students and our middle school students who need to take credit recovery courses in order to be on track to graduate middle school. We want to expand this program and also offer it to students who are two or more grade levels behind in reading or math. We will use our end of year i-Ready data to determine which students would benefit from summer school programming and engage in a process of selecting staff and resources for evidenced-based instruction to ensure that we are preparing students for success in the next grade level.

* 1. The Director of ESE – will support with building and implementing the summer program to ensure high leverage instruction, that all of our students are receiving high-quality support that meets their needs, and that we operate in full compliance with state and local regulations governing special education and english language learners.

Activity 3 - Our plan to address learning loss includes hiring interventionists that will focus on the bottom 25% at our schools and provide them with targeted support to accelerate growth. Our interventionists will receive training and development around evidenced-based interventions and will ensure that students are getting both -foundational skills and access to grade level content.

**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.**

There are no planned activities.

**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.**

There are no planned activities.

**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.

**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.**

Activity 1 - Community Engagement Manager will assist school-site and district in planning, implementing, and administering educational support programs and special projects. Also, providing additional resources based on the need of the children.

**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.**

Activity 1 – Student laptops will be purchased to support with 1:1 ratio for student learning and the ability to take laptops home to remove barriers for students to have access to the programs needed to assist with learning loss. Laptops are also needed throughout the school year for the continuation of learning and assessments to determine the needs of students for learning plans to be developed by teachers.

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

There are no planned activities.

**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.**

Activity 1 - We are interested in accelerating student learning. Therefore, one method is after school tutoring. KIPP will promote and support high-impact tutoring, defines it as one-to-one or small-group support that supplements classroom learning and complements existing curriculum by focusing on specific goals in response to individual students’ needs. This kind of tutoring is also known as “high-intensity tutoring” or “high-dosage tutoring.” And with this transportation will be provided to support families that cannot pick up their students later in the evening after the regular school day.

**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.**

Activity 1 - KIPP Miami uses DeansList to track student attendance. This system supports KIPP's efforts in reducing absenteeism using a multi-pronged approach involving administrators, teachers, students and families.

**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.**

There are no planned activities.

**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.**

Activity 1 – At KIPP Miami our KIPP Forward Team and Family Counselor provides intensive support for students in the transition from 8th to 9th grade, setting Strong Start Goals and creating individualized plans based on students’ needs. They meet 1:1 with students throughout the school year, focused on moving them toward academic success and on-time graduation through strong advising, tailored interventions, and targeted programming.

Activity 2 - The Director of School Operations are responsible for ensuring that the experiences of our students and families are world class and that our teachers and staff are setup to focus exclusively on instruction. They are to provide the highest quality management of our facilities, technology, nutrition, finances and meet or exceed standards for all non-instructional matters that are required to run a school.

Activity 3 - The School Operations Manager implements and maintains the school’s operational systems, allowing the school leader and teachers to focus on students’ academic achievement.

Activity 4 – The Custodian will work with the team to perform routine cleaning and emergency cleaning to ensure that health protocols are being followed to maintain the health and safety of students, staff and visitors.

**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.**

There are no planned activities.

**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.**

1. As Florida moves towards the B.E.S.T. standards, we are required to change our curriculum to meet the demands of the new standards. We will engage in a research and vetting process to select a rigorous and standards-aligned curriculum for math and ELA in grades K-8. We will gather rounds of input from stakeholders in order to make a final decision. From there, extensive professional development will be planned for the summer and throughout the 2023 school year to prepare leaders and teachers to implement the curriculum. Purchasing and effectively implementing a B.E.S.T-aligned curriculum aligns with our goal of addresses learning loss, as these new standards are modeled around a “back to basics” approach and emphasize the foundational skills many of our students are struggling with due to the pandemic.

1. We will also be using iReady, which is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom.

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

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

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

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

**Part IV: Assurances**

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

**Assurance 1: LEA Periodic Plan Update with Public Comment.**  As required in the U.S. Department of Education’s Interim Final Rule, 88 FR 21195, the LEA must regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any policies, for each of the updated safety recommendations. Significantly, the Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Specifically, LEA policies must comply with section 381.00316, Florida Statutes, and any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

**Assurance 2: Continue progress monitoring and interventions.** The district agrees to provide robust progress monitoring and requisite interventions must be extended to all students with tiered support for students who are performing below grade level and are not making adequate progress. Students who are receiving instruction through innovative teaching methods must transition to another teaching method if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parent/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system.

**Assurance 3: Allowable Uses of Funds.** The LEA will use funds for activities allowable under section 2001(e) of the CRRSA Act.

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

**Assurance 5: Reporting.** The LEA will comply with all reporting requirements, and submit required reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require.

**Assurance 6: Audits, Inspections or Examinations.** The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

A picture containing outdoor object, dark, night, night sky

Description automatically generated

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| **Name and title of person responsible for completion and submission** |
| D’Juana Miller-Brown, Director of Compliance |
| **Contact information: email, phone number** |
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| **Superintendent signature (or authorized representative)** |
| Monica Kress |