

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

Name of LEA	Charlton County School District		
Date of Submission	April 30, 2024	Original Budget	<input type="checkbox"/> Amendment # 5

APPLICATION CONTENTS

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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"> • whether and how they will use the funds specifically for COVID-19 prevention and mitigation strategies, • how the funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions, • 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.
<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>

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?

Benchmark Assessment data, Acadience data, Georgia Milestones Assessment (GMAS) data, Georgia Alternate Assessment (GAA) data student academic grade data.

Analyze data to identify strengths and challenges and determine outcomes.

Average daily attendance in 2022-2023 again improved slightly compared to 2021-2022. GMAS data for 2023 showed an increase in many areas, highlighted by 3rd grade reading being the 2nd highest of all public systems in the state. 8 of the assessed areas performed in the top 25% of all districts in the state. That said, there are numerous opportunities for significant improvement in many areas.

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

Summer learning programs and retired teachers serving as interventionists during the school day. Emphasis on small group, differentiated instruction in the elementary and middle school grade levels.


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

Acadience assessment data, Growth Measure assessment data, Lexia assessment data, GMAS data. Also student attendance and discipline data.

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

Acadience assessment data, Growth Measure data, GMAS data, student attendance and discipline data, benchmark assessment data, and GAA data.



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

<p>What is the target student population(s) for each intervention selected?</p>	<p>See page 21 for Charlton County School District's Learning Loss interventions.</p>
<p>What are the proposed number of hours added to the school year?</p>	<p>See page 21 for Charlton County School District's Learning Loss interventions.</p>
<p>What training is required for staff, students, and parents for each intervention selected?</p>	<p>See page 21 for Charlton County School District's Learning Loss interventions.</p>
<p>What resources (interventions, strategies, community partnerships) are required for effective implementation of each intervention selected?</p>	<p>See page 21 for Charlton County School District's Learning Loss interventions.</p>
<p>What is the formative assessment plan to evaluate student progress and impact for each intervention selected?</p>	<p>See page 21 for Charlton County School District's Learning Loss interventions.</p>

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

See page 21 for Charlton County School District's Learning Loss interventions.

2022-2023

See page 21 for Charlton County School District's Learning Loss interventions.

2023-2024

See page 21 for Charlton County School District's Learning Loss interventions.

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.



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.

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

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)

Training for part time interventionists

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.

Implement Prevention and Mitigation Strategies


Section A

Return to In-Person Instruction Plan LEA Website Link	https://www.charlton.k12.ga.us/documents/covid-19-resources/2023-school-opening/536827	
The Plan Will Be Updated Within 6 Months	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	Date: April 30, 2024	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 CDC'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)

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.

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.

Charlton County School District – Learning Loss Interventions

Type of Evidence Based Intervention	Name of Intervention	Which Schools will implement?	Which grade bands will implement?	Which student sub-groups?	Target student population?	Proposed hours added to school year?	Training for staff, students, or parents?	Resources required for effective implementation	Formative assessment plan to evaluate student progress and impact?	Time-line?	How will implementation and fidelity be evaluated on an ongoing basis?
Class Size Reduction	3 Additional EIP Teachers	2 at Folkston Elementary (FES) and 1 at St. George Elementary (SGES)	K-3	All	Marginal and struggling readers and math students	N/A	None	Hiring highly qualified and effective instructional staff	Academic grades, Acadience, RI, GMAS data.	2 years	Administrator observations, assessment data
High Frequency Tutoring	Reading and math intervention with part time staff	FES, SGES, and Bethune Middle (BMS)	K-6	All	Marginal and struggling readers and math students	N/A	Training for interventionists	Securing qualified staff as part time interventionists	Acadience, RI, GMAS data	2 years	Interventionist sign in sheets, administrator observations, assessment data
Summer Programming	Summer Learning	FES, SGES, BMS	K-8	All	All	75 summer hours	None	Availability of teachers for summer	Acadience, RI, GMAS, benchmark data	2 years	Student attendance data, administrator observations
Summer Programming	Summer Remediation	BMS, Charlton County High School (CCHS)	All	All	Struggling students	75 summer hours	None	Availability of teachers for summer learning	Acadience, RI, GMAS, benchmark data	2 years	Student attendance data, administrator observations
Virtual Learning for remediation and credit recovery	Credit recovery and remediation	BMS, CCHS	6-12	All	Students in need of credit recovery, avoiding retention	N/A	None	Devices for students and internet access	Academic grades, benchmark data	2 years	Academic grades data, graduation rates
Instructional Coaches	Instructional coaches to improve teacher quality	All	All	All	All	N/A	Training for instructional coaches	Hiring highly qualified, effective staff	Acadience, RI, GMAS, GAA, benchmark data	2 years	Assessment data, administrative observations