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

Name of LEA	Tift County		
Date of Submission	April 22, 2023	**Original Budget** ☐	**Amendment # 1**

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.

☑	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. The LEA assures that ARP ESSER funds will be used for their intended purposes, including: • 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.
☑	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.
☑	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.
☑	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.
☑	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.

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
Student Learning Loss & Acceleration	Attendance, Grades, Retention Rate, MTSS
Continuity of Services	Fund Balance
Facility Modernization	Age of Buildings, Use of Space, Student Population

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	https://5il.co/uctj

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?	Attention should be given to students who historically have struggled with on-grade level content. When analyzing and collecting data for learning opportunity loss for students, it is important that Tift County Schools continues to analyze enrollment data, teacher and student attendance, grades, grade-level assessments, credits earned, GKIDS, readiness data, GAA results, GMAS results, IEP progress monitoring, ACCESS data, comprehensive psychological evaluation data, graduation rate, cohort data, pathway completion progress, end of pathway assessments, GVRA enrollment data, academic and behavioral universal screener results, and transition to postsecondary education and employment information. Efforts should also be made to address the loss of learning opportunities for advanced and gifted students. Data sources such as the following should be used to determine areas of need: enrollment for advanced courses, AP testing data, SAT/ACT results, loss of enrichment/experiences opportunities, and overall student GPA success.
Analyze data to identify strengths and challenges and determine outcomes.	Attendance was a challenge throughout the 2020-2021 school term for Tift County Schools. Throughout the year, we had a total of 419 confirmed positive cases of the Coronavirus for students and staff which led to approximately 4200 days lost. This led to approximately 31,000 days missed due to quarantine of those students and staff that were in direct contact with these individuals. Approximately 3600 students in grades PreK-12 missed more than 18 days for the year with 1434 of those in grades 9-12. With the high number of absences and loss of instruction, we have seen a dramatic increase system-wide with the number of students being retained. Overall, the system retention rate increased 29% from 517 to 731 students from last year. As a result, we are currently offering summer school face-to-face in grades K-12 and with an online option for grades 9-12. We currently have 436 students K-8 and 616 in grades 9-12 attending. For grades 9-12 this is an increase of 385 students from last year. Tift County Schools offered an online option for all students K-12 during the school term. We started with approximately 2600 students online in the month of August. As we progressed through the school term, our numbers steadily declined to approximately 1400 by the month of May. Many of our online students struggled with attendance, completing assignments, and maintaining grade level mastery. It was noted that virtual attendance for students with disabilities was a challenge however, when attendance concerns were documented IEP teams were tasked with hosting IEP meetings and developing a plan for the student to return to face to face learning or develop meaningful strategies that supported attendance and active engagement in virtual learning sessions. All students with disabilities who participated in virtual learning were required to have a Distance Learning Plan developed by the IEP team that outlined parent, student, and district responsibilities. Tift County Schools special education teachers provided virtual services to a total of 289 students with disabilities. Tift County Schools special educators provided virtual co-teaching, small group, and individualized instruction. In addition OT, PT, and Speech Therapy services were provided virtually following telehealth guidelines. Tift County Schools also saw an 8% increase in the number of EIP students in grades K-5 from the previous year. The total number of EIP students rose from 1045 to 1127. We used available funds to contract interventionists to work closely with EIP students in their deficit areas. We plan to continue this approach in the upcoming years.
What are you currently using (interventions, strategies, resources, community partnerships) to address learning opportunity loss?	Tift County Schools special education teachers are currently using ASPIRE, Credit Recovery, Extended School Year, ITAP Autism Transition Project, Extended School Year, AEM, Assistive Technology, TEACCH Structured Teaching strategies, and Pre-Employment Training Services to address learning opportunity loss. Community Partnerships include Southern Regional Technical College, Abraham Baldwin Agricultural College; RESA; Tift County Commission on Children and Youth (TCCCY); DFCS; DJJ Creation of CHINS Coordinator position that will work as a liaison between the DJJ, the parent/student, and school system. Academic interventionists, parent engagement coordinators, Migrant service providers,certified Migrant tutors, Tift Academy, extended day, summer school, Imagine Learning, Class-size Reduction Teachers RTI intervention groups for reading and math - current interventions for these groups include: K-5: Reading : Leveled Literacy Intervention (LLI), Istation direct instruction lesson, Repeated Reading, Benchmark Literacy Comprehension Strategy Group, Heggerty Phonological and Phonemic Awareness Math: IXL direct instruction lessons, extended Eureka small group instruction 6-8: Reading: IXL, READ 180 Math: IXL 9-12: Monitor course grades, graduation cohort rates for grades 9 -12 monthly
What data have you collected to know if current efforts have been successful?	Tift County Schools have collected the following data: GMAS, GAA, grades, attendance, graduation rate, discipline, ACCESS, MTSS data, universal screener data, EIP data, IXL data, GKids 2.0, Benchmark Assessments, and Istation data.
What data will you collect and analyze to identify ongoing needs?	Tift County Schools will collect the following data: GMAS, GAA, grades, attendance, graduation rate, discipline, ACCESS, MTSS data, universal screener data, EIP data, IXL data, GKids 2.0, Benchmark Assessments, and Istation data.

Conducting a Comprehensive Needs Assessment

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.

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

High Frequency Tutoring	According to the research, the most effective tutoring programs share the following structure: • 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 [Link to the research in the appendix](#)
Summer Programming	According to the research, the most effective summer programs share the following structure: • 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 [Link to the research in the appendix](#)
Virtual Learning (remediation, tutoring, credit recovery, etc.)	According to research, things to consider: • 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 [Link to the research in the appendix](#)
Other	
[Guiding Questions to Consider – Link to questions in appendix](#)	

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	✓
	Extended School Day (before and after school)	✓
	Extended School Year (adding days to the calendar)	✓
	High Frequency Tutoring	✓
	Summer Programming	✓
	Virtual Learning (remediation, tutoring, credit recovery, etc.)	✓
	Other:	
	Other:	
Which regions/clusters/schools will implement each intervention selected?	See page 21, Tift County Schools Learning Loss Interventions.	
Which grades or grade bands will participate in each intervention selected?	See page 21, Tift County Schools Learning Loss Interventions.	
Which student subgroup(s) will participate in each intervention selected?	See page 21, Tift County Schools Learning Loss Interventions.	

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

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?	See page 21, Tift County Schools Learning Loss Interventions.

Examine Progress

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

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

Outline for Evaluating Implementation and Impact	
How will you evaluate implementation fidelity and effectiveness on an ongoing basis of each intervention selected by specific subgroups? Subgroups: low-income students, students with disabilities, racial and ethnic minorities, migrant students, English Learners, students experiencing homelessness, children in foster care.	**2021-2022** See page 21, Tift County Schools Learning Loss Interventions.
	2022-2023 See page 21, Tift County Schools Learning Loss Interventions.
	2023-2024 See page 21, Tift County Schools Learning Loss Interventions.

 Guiding Questions – Link to questions in appendix

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.	8	%
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.	13	%
Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment	1	%
Tracking student attendance and improving student engagement in distance education	1	%

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.		%
Activities to address the unique needs of at-risk populations		%
Developing and implementing procedures and systems to improve the preparedness and response efforts		%
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	4	%
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.	6	%
Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.	1	%
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.	4	%
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.	48	%
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	14	%
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"		%
Total	**100%**	

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)

Electrostatic foggers, retro-fitting water coolers for bottle fill stations, addressing in-door air quality issues including HVAC systems in gymnasiums, replacement of flooring in carpeted areas and installation of bipolar ionization systems district-wide, installation of hands free equipment in restrooms, build modern facilities to house student population more efficiently, building additional all-weather outdoor areas for outside activities and social distancing

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

System behavior specialist

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

Professional Development

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

☐ other professional development costs (please explain)

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

School Meals

☐ offset costs due to serving meals (not covered by the USDA reimbursement)

☐ cover additional 'hazard' pay or hours personnel

◼ cover additional transportation costs of delivering meals

◼ other school meals costs (please explain)

Build large freezer storage space for district to allow for better storage of bulk items in the event of another pandemic, purchase boxes and other equipment to assist in feeding children remotely

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

Supplemental Learning

■ remediation opportunities

■ enrichment opportunities

■ summer learning

■ before/afterschool programs scheduled within the school year

■ additional instructional resources

■ additional pay for teachers, staff, mentors for extended hours/schedules

■ other supplemental learning costs (please explain)

Transportation costs for extended day/summer learning programs, food and snacks for extended day/summer learning programs

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.tiftschools.com/apps/pages/COVID-19			
The Plan Will Be Updated Within 6 Months	YES	✓	NO	
	Date: October 22, 2023		**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	Best Practices Clearinghouse - Home (ed.gov)
Center for Disease Control and Prevention-Operational Strategy for K-12 Schools through Phased Prevention	Operational Strategy for K-12 Schools through Phased Prevention | CDC
Volume 1- 2021 ED COVID-19 Handbook- Strategies for Safely Reopening Elementary and Secondary Schools	ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools (PDF)
Volume 2- 2021 ED COVID-19 Handbook- Roadmap to Reopening Safely and Meeting All Students' Needs	ED COVID-19 Handbook: Volume 2 2021 (PDF)

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

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

   > As part of Tift County School's RETURN 2021 Plan, district and school leaders coordinated the following: met in person and virtually with all Local School Governance Team members; met with local, district, and state health and government officials; discussed our RETURN 2020 plan with GADOE; solicited input from community and parents concerning instructional delivery options; assessed the layouts and classrooms and commons spaces to establish new safety protocols and procedures, secured safety supplies, and trained faculty and staff on new protocols and procedures before returning to face-to-face instruction.
   >
   > Please reference the RETURN 2020 plan for a more detailed information on pages 22-29.

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

   > Please reference the RETURN 2021 plan for a more detailed information on pages 22-29.
   >
   > https://www.tiftschools.com/apps/pages/COVID-19

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.

   > Please reference the RETURN 2021 plan for a more detailed information on pages 22-29.

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.

Tift County Schools Learning Loss Interventions

Type of Evidence-Based Intervention	Name of Intervention	Which schools will implement this intervention?	Which grades or grade bands will participate	Which student subgroup(s) will participate?	What is the target student population(s)?	What training is required for staff?	What resources are required for effective implementation?	What is the formative assessment plan to evaluate student progress and impact?	What is the proposed timeline?	How will you evaluate implementation fidelity and effectiveness on an ongoing basis?
Class-Size Reduction	additonal classrooom teachers	K-5	K-5	all	K-5 students/lowering class size	no additional training needed	Selection of highly effective teachers	Benchmark Assessment System, Istation, IXL	ongoing	Benchmark Assessment System, Istation, IXL
Class-size Reduction	additonal classroom teachers	Northeast Middle School	6 - 8	6 - 8	all	none	none	Monitor the class-size among classes within and across houses	July 2021 - June 2022	academic performance, attendance, discipline incidents, pass/fail rate
Class-Size Extended School Day	Extended Day	K-5	K-5	all	Students not meeting grade level standards.	no additional training needed	none	Benchmark Assessment System, Istation, IXL	August - April	Benchmark Assessment System, Istation, IXL
Summer Programming	Extended Year Adaptive Curriculum	One school per grade level (PreK-5), (6-8), (9-12)	PreK-12th	SWD	Students with moderate intellectual disabilities.	No additional training required	Highly trained special education teachers and support staff	Participation, parent feedback, IEP goal progress monitoring data collection	ongoing	GAA results, IEP programming and data analysis
Summer Programming	Summer School	All 11 schools	K-5, 6-8, 9-12	all	Students performing below grade level or failing core academic courses.	No additional training required	guided reading books, math curriculum material, Chromebooks	Istation data beginning and end. IXL data beginning and end.	June 1 - 24, 2021	Walkthroughs, Progress checks
Virtual Learning	CTAE Online Facilitator	6-12	6-12	all	All 6-12 Online Learners	Edgenuity Training	Chromebooks, online curriculum, Edgenuity	Graduation Rate, Pathway Completion Rate, End of Pathway Assessments	August 1 2021-June 30, 2024	EOPA State Report, Graduation Rate, Pathway Completion Percentage, Local Evaluation Instrument
Other: Increase Student Engagement	School Counselors; School Social Workers	all 11 schools	K-12	all	all students can benefit; 6-12 online-learners	None	Selection of highly effective school counselors and school social workers	Monitor attendance and participation	three years	participation, attendance, credits
Other: Increase Student Engagement	Behavior Specialist	System Wide Position	Prek-12th	SWD	SWD	PBIS, Specialized training in behavioral management techniques	Selection of highly qualified faculty/ staff	Individualized student outcomes (discipline, grade, FBA reports, IEP BIPS, etc)	*Initiating '22-23 school year	Discipline referral data, ISS/OSS data, IEP progress reports
Other: Increase Student Engagement	Zones of Regulation (Self-regulation small groups)	Eight (Prek-5 Schools) and Two (Middle Schools)	Prek-8th	SWD	SWD exhibiting weaknesses in self-regulation skills (Autism, SDD, EBD, etc)	Teacher training on Zones of regulation / social thinking	Zones of Regulation Curriculum, Zones of Regulation Supplemental activities (games, cards, etc)	Zones of regulation Fideltiy check list, Zones of Regulation self-assessment	21-22 school year initiation, ongoing	Zones of Regulation (self assessment, students pre/post questionnaire, staff pre/post questionnaire)
Small Group/ One-to-one tutoring	Bi-Lingual Math/Science Content Specialist (Certification or Equivalent)	TCHS	9-12	Migrant/EL	Migrant/EL	Migrant DOE Orientation	Rosetta Stone	Credit Obtainment	three years	Course credit, Migrant Supplemental Services Report, Classroom Observations, Anecdotal teacher records
Universal Screener	aReading, aMath, SAEBRS	1-10 (a select group of 10th graders)	1-5, 6-8, 9-10	all	all students	Illuminate representatives will train teachers, coaches, and administrators. Train the trainer model.	Illuminate platform	Universal Screener data	ongoing	Universal Screener data
Student Data Platform	Illuminate	K-12	K-5, 6-8, 9-12	all	all	Illuminate representatives will train teachers, coaches, and administrators. Train the trainer model.	Illuminate platform	Usage Data	ongoing	Usage Data
Sucessful Start	Successful Start	2021-2022: MW, CS, JTR, GOB, NSE 2022-2023: MW, CS, JTR, GOB, NSE, ABC, LL	kindergarten (MW, CS, JTR, GOB, NSE, ABC, LL) 1st grade (MW)	all kindergarten students within each school and all first grade students at MW	all kindergarten students within each school and all first grade students at MW	Successful Start initial training through Georgia State University (6 credit hours for each teacher and eligilbe to apply for Reading Endorsement) After the initial year of training, the teacher will need ongoing montly training/teacher visits.	Leveled texts that align with Successful Start implementation	Fountas and PInnell Benchmark Assessment System, Running Records, Observation Survey Hearing and Recording Sounds in Words task, Writing Vocabulary	Two years to train all kindergarten teachers and some resource staff. Additional years will be needed to train 1st grade staff.	
READ 180	READ 180	Eighth Street Middle School	7th and 8th grade students	Students who are two or more grade levels behind in reading	Students who are two or more grade levels behind in reading	READ 180 offers professional development to reading teachers, academic coaches, and leaders at the onset of the rollout.	Software, professional development, instructors			
Reading Support Class	Reading Support Class	Eighth Street Middle School	6th grade students	Students who are two or more grade levels behind in reading	Students who are two or more grade levels behind in reading	Curriculum				
Leveled Literacy Intervention	Leveled Literacy Intervention	All K-5 Schools	K-5	Tier 2 & Tier 3 students	Tier 2 & Tier 3 students	Intervention teachers are trained by our district LLI trainer.	LLI Kits	Students are benchmarked at beginning of the program and end of the program.	on-going	Benchmark assessment data
Benchmark Assessment System	Benchmark Kits - Assessing Learning Loss	All K-5 Schools	K-5	all	all	Teachers are trained by our academic coaches.	Online component, benchmark kit	Benchmark Assessment System data	yearly - Fall and Spring	Benchmark Assessment System data
Virtual Learning	K-5 Online Program	All K-5 Schools	K-5	all	Students that choose to work virtually.	online endorsement training	updated devices for teachers, chromebooks	student standards mastery data	beginning 2020-2021, ongoing	student standards mastery data

Tift County Schools, working in partnership with our local health officials, understands the need for our schools to be operational during the 21-22 school year. As such, we encourage all eligible staff and students to get fully vaccinated against COVID-19. It is our intention to be responsive to our community and serve it in a manner that puts a priority on the health and safety of our students, faculty, staff, and community as a whole. In an effort to accomplish these goals, we will be in frequent communication with regional Department of Public Health officials to evaluate our current data and determine mitigation measures appropriate at the time.

We will monitor each school closely for any school-based spread and respond accordingly. We will continue to assist the Department of Public Health with contact tracing. The Department of Public Health will determine when quarantines are necessary.

Tift County Schools will encourage the following practices as recommended by the Department of Public Health:
- Physical distancing to the extent possible (currently 3 feet)
- Good hand washing practices
- Covering coughs and sneezes
- Use of masks for staff and students who are not vaccinated
- Staying home when experiencing any of the following symptoms
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea

Tift County Schools will also take the following actions:

Masks
- Masks are recommended for unvaccinated students, staff, and visitors

Facilities
- Daily sanitizing of facilities including classrooms
- Electrostatic machines will be used to perform deep sanitizing and disinfecting
- Hand sanitizing stations will be installed throughout all schools
- Encourage physical distancing when possible

Bussing
- All bus occupants are encouraged to wear masks while traveling to and from schools
- Hand sanitizing stations will be installed on each bus
- Electrostatic machines will be used to perform deep sanitizing and disinfecting
- Bus drivers will be provided disinfectant/sanitizer to use daily

Nutrition
- Hand sanitizing stations located throughout the kitchen areas
- Glove changing and constant wipe down of high touch areas will be required by all cafeteria staff
- No visitors will be allowed in the meal preparation area or behind the serving lines

Positive COVID Cases Protocols
- We will follow the most current guidance from the DPH and GADOE
- All confirmed cases must be reported to the appropriate system contact

Instruction (Face-to-Face and Online)

PreK-5 Instruction

Face-to-Face- Students will be participating in traditional classroom and enrichment activities.Teachers will maximize available space in their classrooms to allow for physical distancing. Masks are encouraged when physical distancing is a challenge.

Online Learning- Students in grades K - 5 may apply for online learning. Online instructors will be using the Google Classroom platform. Scheduled google meetings with educators employed with Tift County Schools will be available for students. Students are present for the learning when google meets are attended and online learning activities are completed. Students will be assessed for mastery of essential standards. Students engage in learning using their school issued device; however, the family must supply the internet access.

6-12 Instruction

Face-to-Face- In the face-to-face classroom environment, students receive instruction from educators employed by Tift County Schools in classes with their peers. Students are able to enroll in the usual course offerings for grades 6-8 and high school credit courses. Teachers use available programs and technological tools, such as Google Classroom, Illuminate, USA Testprep, and Edgenuity, to design, deliver, and assess student learning. Students engage in learning activities using their school issued device and materials provided in the classroom.

Online Learning. Students may apply for online learning via the Edgenuity platform. Students will work towards mastering the same learning targets as students in the face-to-face learning environment. They are expected to work in a self-paced environment. Facilitators and academic tutors are available to assist students with unlocking assignments and explaining content and assignments, respectively. Instruction within Edgenuity consists of video lessons that explain the content and learning activities that provide opportunities for practice, extensions, and critical thinking. Students engage in learning using their school issued device; however, the family must supply the internet access.

Extra-Curricular Activities

We understand the importance extracurricular activities play in the overall educational experience of our students. We also know physical distancing will be an even greater challenge for these groups. We will adhere to all guidance given by the associations that govern athletic and academic events. We will also make every effort to provide a healthy and safe environment for those groups not governed by an association while still allowing for the activity to take place.