

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

Name of LEA	Gainesville City Schools		
Date of Submission	June 25, 2021	Original Budget	<input checked="" type="checkbox"/> Amendment #

APPLICATION CONTENTS

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

LEA OVERALL PRIORITIES

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

PRIORITIES	DATA SOURCE
Learning Loss	Local & state assessment data, attendance, grades
Mental Health	Student health surveys, SEL Surveys (Panorama)
Technology	Inventory, Parent Surveys

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	Link will be provided upon GA DOE's plan approval.
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If the contents of this document are explicitly explained and included within a template created by the LEA and posted on the LEA's website, please include the reference to locate the contents of the plan above.

Identifying Needs



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

Guiding Questions

Responses

What data needs to be collected and synthesized to determine student needs caused by learning opportunity loss?	Student learning data – universal screeners, grades, attendance, behavior, SEL surveys, health surveys, state assessment data, community surveys.
Analyze data to identify strengths and challenges and determine outcomes.	<p>Based on community input, our efforts to communicate with families and provide educational options for their students is a strength. Student SEL surveys indicate that students feel overwhelmingly supported by their teachers. While overall enrollment was down by 250 students, our high school graduated its largest graduating class in recent history. This speaks to the strength of the supports students received. Challenges include access to reliable WiFi at home, access to devices for every student, attendance in both face to face and virtual options, drop in enrollment, and SEL needs in the area of emotion regulation. The primary reason for learning loss, we believe, is due to the effects of irregular attendance during COVID – whether a child was out sick, quarantined, or were in classrooms where teachers were out sick or quarantined, it was impossible to maintain the same level of learning as during a regular school year. GCSS had 391 positive COVID cases, 1834 students and staff quarantined for school exposure, 739 students and staff quarantined due to non-school exposure. While a virtual option was provided for students whose families did not want their child to attend school for in-person learning, attendance was very inconsistent by many; again, attributing to learning loss. The drop in enrollment indicates that many students are going to start the school further behind and therefore will need intense support.</p> <p>Milestones data indicate a significant drop in ELA achievement at the elementary level, a drop in math achievement at the middle school level, and a drop in ELA and math at the high school level.</p> <p>According to Panorama (at-risk software), only 31% of students are on track for academics and 80% on track for attendance. This is a 10% percentage point decrease in both categories compared to last year. Additionally, students overall are struggling in the area of emotion regulation as determined by Panorama's SEL survey.</p>
What are you currently using (interventions, strategies, resources, community partnerships) to address learning opportunity loss?	After school (high school), virtual learning option, summer school, Boys and Girls Club (after school K – 8)
What data have you collected to know if current efforts have been successful?	<p>Graduation data – GCSS graduated its largest class of students.</p> <p>Summer school is still in session. Learning data and enrollment will be analyzed at its conclusion.</p>
What data will you collect and analyze to identify ongoing needs?	Universal screeners, grades, attendance, behavior data, health surveys, SEL surveys, graduation rate, and state assessment data



Selecting Interventions



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

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

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

Intervention Options

Considerations for Selection and Implementation

Class-Size Reduction

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



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

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

Extended School Day (before and after school)

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



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

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


Extended School Year (adding days to calendar)

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

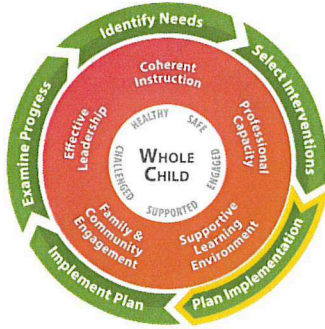


- Contracts of teachers and administrators
- Teacher and student burnout
- Parent buy-in to ensure engagement
- School breaks
- Transportation

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

<p>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>

Plan for Implementation



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

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

Answer the questions below for interventions being implemented.

Questions	Responses
What is the selected intervention(s)?	Class-Size Reduction <input type="checkbox"/>
	Extended School Day (before and after school) <input checked="" type="checkbox"/>
	Extended School Year (adding days to the calendar) <input type="checkbox"/>
	High Frequency Tutoring <input checked="" type="checkbox"/>
	Summer Programming <input checked="" type="checkbox"/>
	Virtual Learning (remediation, tutoring, credit recovery, etc.) <input checked="" type="checkbox"/>
	Other: Community Partners <input checked="" type="checkbox"/>
	Other: <input type="checkbox"/>
Which regions/clusters/schools will implement each intervention selected?	See last page of ARP LEA Plan
Which grades or grade bands will participate in each intervention selected?	See last page of ARP LEA Plan
Which student subgroup(s) will participate in each intervention selected?	See last page of ARP LEA Plan

<p>What is the target student population(s) for each intervention selected?</p>	<p>See last page of ARP LEA Plan</p>
<p>What are the proposed number of hours added to the school year?</p>	<p>See last page of ARP LEA Plan</p>
<p>What training is required for staff, students, and parents for each intervention selected?</p>	<p>See last page of ARP LEA Plan</p>
<p>What resources (interventions, strategies, community partnerships) are required for effective implementation of each intervention selected?</p>	<p>See last page of ARP LEA Plan</p>
<p>What is the formative assessment plan to evaluate student progress and impact for each intervention selected?</p>	<p>See last page of ARP LEA Plan</p>

Implement Plan



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

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

Timeline for Implementation

See last page of ARP LEA Plan

What is the proposed timeline to implement each intervention selected?

Examine Progress



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

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

Outline for Evaluating Implementation and Impact

2021-2022

See last page of ARP LEA Plan

2022-2023

See last page of ARP LEA Plan

2023-2024

See last page of ARP LEA Plan

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.



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.	27 %
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.	%
Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment	%
Tracking student attendance and improving student engagement in distance education	1.1 %

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.	9.6 %
Activities to address the unique needs of at-risk populations	30.5 %
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	%
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.	%
Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.	12.7 %
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.	19.1 %
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	%
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement	%
Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff	%
Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.	%
Please identify "other activities"	
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)

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)

Professional learning for community partners who will provide an extension for learning of district curriculum and programs.

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

School Meals

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

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

Supplemental Learning

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

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

Implement Prevention and Mitigation Strategies


Section A

Return to In-Person Instruction Plan LEA Website Link	<small>For Families: https://www.gcask12.net/students__parents/covidinfo/COVID_HealthInfo_Families For Staff: https://www.gcask12.net/students__parents/covidinfo/COVID19_StudentStaffSupports FY22 plan is still in development</small>	
The Plan Will Be Updated Within 6 Months	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	Date: June 25, 2021	Plan is Updated to Current CDC Guidelines

Section B

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

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

<div style="text-align: center;">  Safely Reopening Schools Resources Provided by the U.S. Department of Education </div>	
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.

Gainesville City School System implemented some of the most restrictive guidelines in our area during the opening of the 2020-2021 school year. Funds were used to meet the prescribed strategies listed above. The "Return of the Red Elephants" includes two stages of our return, which allowed a remote start to each semester for a period of 2-3 weeks each instance. From universal masks to social distancing to frequent cleaning of all surfaces, the district limited exposure due to close contact. The guiding documents are included on the "Return of the Red Elephants" menu item on the website, including the health and safety protocols. After the statewide school closure, Gainesville City School System immediately started planning for the 2020-2021 school year. Two-way communication was used to gather input from families, the healthcare community, and our employees. We relied on best practices from District 2 Public Health, the CDC, and collaborated across school systems. Our initial plan was released in mid-July to the public, including universal masks when indoors and on the bus. Our full plan was released to the public, informational sessions were conducted, and video explanations were released periodically. The beginning of school started remotely while expanding our Open House experience across five days. The intentional efforts to bring our families into the school, show them our procedures, and start the school year off on a positive note was our priority. On our website, the "Return of the Red Elephants" includes current and archival documents, reports, videos, etc.

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

Gainesville City School System implemented some of the most restrictive guidelines in our area during the opening of the 2020-2021 school year. Funds were used to meet the prescribed strategies listed above. The "Return of the Red Elephants" includes two stages of our return, which allowed a remote start to each semester for a period of 2-3 weeks each instance. From universal masks to social distancing to frequent cleaning of all surfaces, the district limited exposure due to close contact. The guiding documents are included on the "Return of the Red Elephants" menu item on the website, including the health and safety protocols.

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.

Gainesville City School System established contact tracing protocols in June 2020 as our students returned to extracurricular activities and our administrators joined the school nutrition department and transportation department in delivering meals. A partnership between Northeast Georgia Health System, Emory University, and the district allowed some of the earliest forms of contact tracing. The district hired a Health Services Coordinator to lead the efforts as we monitored a return to school. Based on the community spread, which currently sits as the 4th highest per 100,000 in Georgia, Hall County EMS collaborated with NGHS to develop a heat map based on addresses. The information the district was provided allowed real-time monitoring of cases and support areas within the community. On two separate occasions, the community numbers were at alarming rates, which required a 3-week remote instruction start to the school year and a 2-week remote instruction start to the second semester. Outside those dates, the district was able to provide in-person instruction without mass interruptions. The weekly Covid cases and exposures (school and non-school) were reported publicly on our "Return of the Red Elephants" webpage.

Gainesville City Schools Learning Loss Plan

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?
Extended Learning (After School)	Credit Recovery	High School	9 - 12	All	Those lacking appropriate credits	None	Highly effective teachers, chrome books	Panorama – includes Grades, attendance, behavior, universal screeners, and SEL survey	4 years	Attendance, Promotion, graduation rates, credits earned
Summer Programming	STAR Summer Program	All	K - 12	All	Those identified as struggling	PL for enrichment activities as needed	Books, chrome books, supplies, snacks, highly effective teachers & paras, transportation	Panorama – includes Grades, attendance, behavior, universal screeners, and SEL survey	4 years	Attendance, Participation, promotion, universal screener data
Virtual Learning	Virtual Learning	Middle & High School	6 – 12	By request through an application process	Those who request	Based on staff needs, engagement, SEL	Chromebooks, teachers with virtual teaching strengths	Panorama – includes Grades, attendance, behavior, universal screeners, and SEL survey	4 years	Attendance, Promotion rate, universal screener data, credits earned
Other: Community Partner Extension (high frequency tutoring)	Boys & Girls Club	All	K – 8	Those both identified & who request to attend	Identified students	Training for community partners on curriculum to support learning loss & provide enrichment	Highly effective teachers, fees for students	Grades, assessment data	3 years	Attendance, sign-ins
Other: Community Partner Extension	Butler Center Hub	All	K-12	All	At-Risk Students and Families	Resource acquisition and PL for partners and providers	Funds to support lease in an underserved area.	Participation rates and Panorama - includes Grades, attendance, behavior, universal screeners, and SEL survey	3 years	Attendance, sign-ins, participant surveys