

## LaRue County Schools ARP ESSER Plan, December 2022

The ARP ESSER LEA Plan outlines how the district will use its ARP ESSER funds. Districts must submit this plan to KDE by July 31, 2021. ARP ESSER plans must include a discussion of the following 4 components. (This is an updated plan from the July, 2021 plan)

### 1. **The extent to which and how funds will be used to implement prevention and mitigation strategies consistent with CDC guidance on re-opening schools.**

LaRue County School District will use funds for prevention and mitigation strategies to minimize the spread of infectious diseases in various capacities. Examples include:

- Professionally evaluate and test ventilation systems to maximize circulation of outdoor air
- Evaluate ventilation systems to determine how systems can better prevent and mitigate the spread of infectious diseases

LaRue County School District anticipates the reality of multiple potential learning environment scenarios for the upcoming school year(s) as local health and safety needs change and as prevention and mitigation strategies change. Therefore, in the event of the need for one, some, or all of the District's student population to go to virtual learning, the District will use funds to (continue to) provide one-to-one devices for each student and staff. In addition, the District will equip teachers with necessary online resources and curriculum to provide a seamless education process throughout the school year.

The District implemented virtual learning as an option. Funds will be used to provide staff and an online platform for students who need a virtual learning option. See more information below in section two.

If staff must quarantine, the District will utilize funds to provide substitute staff to cover classrooms. In addition, funds will be used to ensure the District can maintain an adequate substitute staff pool to ensure classroom coverage.

To assist with prevention and mitigation, the District will purchase various software products that will allow for more digital and efficient paperwork processing. Such as providing online registration for students, an online portal for staff for personnel documents, and advanced communication platforms that allow for online/contactless communication amongst staff, students, and the community.

### 2. **How the LEA will use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions. (Include relevant citations for each evidence-based practice listed.)**

**Click [HERE](#) to go to a google folder containing relevant evidence for each numbered practice from section 2 and section 4.**

Funds will be used to address the academic impact of lost instructional time. This begins by getting an accurate read on where students are in their learning. Our District uses **iReady**<sup>1</sup> as our universal screener in grades K-8. For high school, the District uses Triumph College Prep. Both are administered 2-3 times a year. We have adopted **Edulastic2** as a new tool this year to develop and implement common assessments, which are more like unit assessments. These tools allow the District to disaggregate and analyze data for various student groups such as economically disadvantaged, children with disabilities, English learners, and minority subgroups. In addition, we have a small number of homeless students and students in foster care. We will be able to track data for students with these specialized needs as well. We will use the results of these assessments along with classroom data and anecdotal feedback from teachers to accurately assess each student's academic progress, plan for interventions and/or enrichment to meet the unique needs of each child, and monitor both individual and aggregate student progress.

Curriculum maps and units of study have been adjusted to prioritize the most critical content standards in each grade level. All schools have participated in professional learning on **differentiation**<sup>3</sup> to meet student needs. Staff will be supported in the implementation of differentiation with ongoing planning and coaching support. Funds are being used for certified and classified staff to provide additional support for differentiation in the classroom and during intervention blocks at each school, including extending hours for prior part-time staff or adding positions. In addition, funds are being used to provide updated, evidence-based instructional materials that include a balanced and comprehensive approach aligned to content standards. Teaching from an evidence-based instructional program that includes tools for differentiation, intervention, and enrichment is essential to minimizing the academic impact of lost instructional time. **Exploring Social Studies**<sup>4</sup>, **Savvas Social Studies**<sup>5</sup>, and **Houghton Mifflin Harcourt Literature**<sup>6</sup> have been purchased. The **Hexagon Tool**<sup>7</sup> was used to thoroughly investigate possible programs before making our selection. Future purchases are planned for elementary and high school language arts, high school math, K-12 science and career & technical education. When we are ready to select materials, we will follow the same process with the Hexagon Tool to select evidence-based materials. In addition, several digital resources will be purchased for use with students who need a full-time virtual option or support technology implementation should the need for long-term closure be necessary at some point during the school year. Examples include **Edmentum**<sup>8</sup> and **Screencastify**<sup>9</sup>. Plans are in place to support special populations during virtual learning, such as students with IEPs, 504 plans, English Learners, and gifted & talented students. The needs of foster care and homeless children will also be prioritized.

All of our schools implement interventions according to the District's KSI plan, including tier 2 and tier 3 support for students. We use **Reading Recovery**<sup>10</sup>, **AVMR Math Recovery**<sup>11</sup>, materials associated with the evidence-based instructional programs listed in the prior paragraph (4, 5, 6), and intervention materials available through our iReady benchmark

assessment & instruction program (see first paragraph for link-1). Funds will be used to support the implementation of these evidence-based programs with expenses of the programs themselves and providing staff to deliver academic interventions. Extended school services will also be provided after school and during summer learning opportunities with funding sources other than ESSER 3.

Various communication tools are used to communicate with parents and families about how they can effectively support student learning at home, including Facebook, school messenger (calls--texts--emails), resources and links shared through Infinite Campus and posted on school and/or district websites, and links to informational videos. For children who meet our criteria to be full time virtual students, an orientation will be provided for parents so they are familiar with the online platform, best practices to support virtual learning, and how to reach out for help. Regular check-ins with our virtual teacher(s) are part of our virtual learning program as well as in-person support as needed. Our district used performance-based credit prior to the pandemic and we were approved for the waiver to allow for virtual learning in elementary grades as well. For this year, we have updated our virtual learning program based on lessons learned and the expectations of the waiver. The expectation of regular support and follow-up on student engagement in virtual learning from students, school staff and families is in place and will be monitored closely with a tiered approach to additional support as needed.

### **3. How the LEA will spend the remainder of its funds.**

Social and emotional learning (SEL) is an area of emphasis on the LaRue County Schools strategic plan and has also emerged as a critical priority from the pandemic and related school closures. The psychological, interpersonal, and emotional needs of students, staff, and families must become a key focal point as reopening (and potential reclosing) occurs. In addition to the District utilizing funds for requisite services and resources, the District will utilize funds for SEL strategies and techniques to become part of classroom instruction, reinforcing safety, well-being, and engagement within the learning community. The District will also provide support for the Guidance Counselors in each school, which will in turn allow Counselors more direct contact with students to help meet SEL needs.

There are numerous documentation requirements for this grant. The District will utilize funds to partially pay an employee additional days in their contract to help meet those requirements.

The District will utilize funds to maintain the operation of and continuity of services throughout the District by covering various expenses that would have otherwise been reduced due to District revenue/receipts being lower due to the pandemic. Those expenses would include maintaining staffing levels, bus replacement, student travel to ATC in other districts, and software.

The District has completed various inspections, testing, repairs to the HVAC units at Hodgenville Elementary. The District plans to replace and upgrade the HVAC units to improve the indoor air quality in school facilities.

The Districts plans to update the flooring (from dated, very difficult to clean flooring, to an easily cleaned and sterilized surface) in the middle school auxiliary gym and high school auditorium as both spaces are utilized for social distancing students and staff during times of high illness rates.

Technology has become a vital part of the education process. The District will utilize funds to maintain systems, replace aged hardware (such as devices), and ensure adequate connectivity across the District between students, staff, and the community.

**4. How the LEA will ensure that interventions address the academic impact of lost instructional time and respond to the academic, social, emotional and mental health needs of all students. (Include relevant citations for each evidence-based practice listed.)**

***Click [HERE](#) to go to a google folder containing relevant evidence for each numbered practice from section 2 and section 4.***

Section 2 describes how we will ensure that interventions address the academic impact of lost instructional time and how we will respond to the academic needs of all students, however, teaching the whole child means prioritizing more than just their academic needs. We will also address the social, emotional, and mental health needs of all students through a variety of means.

We will use these funds to employ clerical help for our school guidance counselors. This additional staff will be able to take over some of the duties and responsibilities that our school counselors currently shoulder to allow them to spend more time directly engaged with students, staff, and families in meeting their social, emotional, and mental health needs. We will be implementing the **Lions Quest**<sup>12</sup> social-emotional learning curriculum this year in addition to other lessons and activities to support SEL. We have two SEL cadre leaders at each school that have developed lessons and lead activities for students, staff, and families. We also have an SEL specialist who leads the work of our SEL cadre, supports the work of our guidance counselors and crisis response teams, and serves as a liaison to coordinate programs among our partner agencies.

We will implement the **Panorama Education**<sup>13</sup> Social-Emotional Learning, Intervention Tracking, & Check-ins tool which provides formal surveys and check-ins with students on well-being, SEL, and school climate with data analysis and disaggregated reporting tools which will allow us to drill down to subgroup data; a library of SEL intervention strategies we will use with our students; and intervention tracking & reporting tools to monitor progress. We will also use the Panorama Education Climate Surveys which include surveys for students, staff, and

families on topics such as school climate & culture, adult SEL, well-being, cultural competency, professional learning, family-school relationship, distance learning, equity, and inclusion. Results will be disaggregated to look at subgroup data. A library of SEL interventions and school climate & culture improvement strategies is also provided and will be used to help us determine and implement next steps to meet the needs of our students, staff, and families.

**A description of how the district conducted meaningful consultation with the required stakeholders and how the district took stakeholder feedback into account when crafting the plan.** (Districts must make a good faith effort to consult with: students, families, school and district administrators, educators and their unions, civil rights organizations, and stakeholders representing the groups of children from historically disadvantaged groups.)

**PARENTS:** Our district's Parent Advisory Council met in the winter and again in June to reflect on district strengths and needs. Concern was expressed during the winter meeting about both the academic and social-emotional impact of the pandemic on our students, staff, and families. At the June meeting, the group listed strengths and areas for improvement that have impacted our ESSER plans including a focus on strengthening our academic core, differentiation, intervention, need for high-quality instructional materials, need for continued support of instructional technology integration & infrastructure, health needs to keep our schools open to in-person learning, PBIS implementation, more career & technical education and STEM opportunities, work-based learning experiences such as co-op, career exploration & advising for students, parent engagement & communication, and more extra-curricular opportunities in elementary. The Parent Advisory Council includes parents, teachers, classified staff, administrators, and community members. This group includes parents of special needs students, English learner representation, and minority representatives.

**STUDENTS:** Each school had student groups that engaged in conversation in either formal or informal ways during the 20-21 school year for feedback--some were as simple as lunch bunches while others were more formal such as student government. Students spoke often about the lack of "normalcy" in school due to mitigation requirements of social distancing, masking, rotation schedules, etc. Our students may not have used the term "SEL" but many of their concerns for themselves and their friends could be categorized as concerns of social-emotional health and mental wellness.

**SCHOOL & DISTRICT ADMINISTRATORS:** School and district administrators meet regularly throughout the year about strengths, needs, and next steps for continuous improvement. In February & March, individual meetings were held with each principal/department supervisor, district leadership, and school board representatives to discuss needs & requests for funding as part of our regular budget process as well as in light of the ESSER 2 funding. The input gathered in these meetings was also used in planning for ESSER 3 as the needs and requests exceeded the ESSER 2 allocation. School & district administrators have continued to provide feedback that has been considered in development of this plan and is consistent with the priorities noted in the final version.

**SURVEY (Representative of all stakeholder groups):** A google form was created and shared broadly for feedback near the end of the school year. The form was shared on Facebook and e-mailed to our full staff list and other stakeholder groups. The form allowed respondents to identify themselves as students, staff, parents, and/or community members (check all that apply). There is a variety among the survey results, however, there are common themes among all of the stakeholder groups that have impacted our plan including emphasis on social-emotional and mental health of both students and staff, academic needs and intervention, behavioral supports, technology needs, facility needs, and the need for expanded opportunities for students related to career & technical education, career exploration, work-based learning, dual credit, diversity, equity, & inclusion.

**LaRUE COUNTY EDUCATION ASSOCIATION:** Feedback was gathered from LCEA which is the professional association representing the largest share of educators in the district. They noted strengths in addressing diversity and equity issues, providing for various economic needs, addressing social-emotional issues through providing professional development, the creation of several subcommittees so that each issue can be dealt with in more detail and with more care; aligned curriculum & academic instruction; maintaining a clean and safe environment; promoting growth and opportunities; and developing the whole child including socially, emotionally, nutritionally, and educationally. They see the need to continue to increase our emphasis on social-emotional wellness, gathering more student input, decreasing class sizes, extra-curricular activities, mentorship, facilities, and additional opportunities in both academic and career & technical education programs. These needs are consistent with other feedback gathered and have impacted the final plan.

**LaRUE COUNTY SCHOOLS EQUITY TEAM (CIVIL RIGHTS ORGANIZATION):** After consulting with various individuals (including Hodgenville's mayor and online resources), it was determined that LaRue County does not have an active Civil Rights Organization within the city or county. Due to the District not having a Civil Rights Organization, the District sought input from a group that represents a broad spectrum of stakeholder, the LaRue County School District Equity Team. The equity team was established in December, 2020 and has been working towards developing a new component for our strategic plan to address diversity, equity, and inclusion. *The team includes parents, teachers, administrators, community members, and board members representing various demographics among our students, including historically disadvantaged groups and other groups with unique needs such as special education, English learners, race, ethnicity, gifted, LGBTQ, etc.* Feedback from this group indicates strengths in transition readiness, social-emotional learning, ensuring a safe learning environment, on-site health services at each school via school nurses, and teachers who work diligently to teach to different learning styles. They see an area of growth in meeting the needs of a growing diverse student population. Some of their ideas to address this need are creating safe environments that allow students to communicate and educate others on their diversity; providing clubs and organizations that help educate the staff on diversity; ensuring that minority groups are represented in the curriculum; continuing to break barriers that would prevent minority populations from succeeding in their educational goals (for example, ensuring that minority

parents have access to information on class schedules, procedures, how to operate technology, etc.). Their feedback has been gathered throughout the winter and spring and has already led to action in terms of professional learning, and their focus on developing the whole child through social-emotional wellness and other aspects is reflected in this plan.