

Henry County Public Schools - ARP District Plan

The budget development process is led by the Assistant Superintendent, Federal Programs Director, and Chief Finance Officer. Principals submit budget requests to meet the needs of the students that are reviewed by this committee. Budget development is ongoing but began as soon as the information was provided concerning additional funds. The type, quantity, and quality of goods and services provided were considered. The overall goal of the budget is to ensure access for students to resources to close gaps due to learning loss and aid in improving their educational experience which was negatively impacted due to COVID-19. Below you will find our rationales for those expenditures budgeted which were decided upon considering the input from community stakeholders through meaningful consultation happening throughout the previous year. Our historically disadvantaged groups in Henry County are students below poverty level. All schools in Henry County are Title 1 schools and the plan was shared with students and families via e-mail survey and Facebook. Henry County does not have any organized Civil Rights Organizations. A survey was sent to all Henry County Public Schools families for input on the ARP district plan. The plan was shared with members of the Rotary Club. Representatives of the Superintendent Search Committee, who were voted on by their member groups, reviewed the budget and provided additional feedback. These specific groups included a parent representative, two certified representatives, a classified representative, a minority representative, and a principal representative. An email was sent out district-wide with a survey and it was also placed on Facebook to encourage all community members to provide insight. KEA represents our largest professional community of educators and their feedback was sought out. We met with the Family Resource and Youth Service Centers Coordinators to seek their input for the most historically disadvantaged groups. The English as a Second Language Coordinator was involved in this planning as well to represent her demographic of students. Principals conducted their own needs assessments and based their requests on their school and district priorities. Here are some of the results from the various groups:

For the following statements below, please mark the level of importance from 1 (low) to 5 (high).

Professional Learning opportunities for staff (PLC). A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. 30% ranked this of high importance.

Evidence-based interventions to address learning loss for students (including, but not limited to, summer school programs, after school sessions, intersession, etc.)
49% ranked this of high importance.

Emphasis on Reading interventions and instruction for all students.
62% ranked this of high importance.

Emphasis on Math interventions and instruction for all students.
60% ranked this of high importance.

Social and emotional wellness and support in the school setting (beyond what is already in place for students).
55% ranked this of high importance.

There were additional comments garnered such as, “elementary school teachers should all have teaching assistants as those teachers teach multiple skills levels in their classes ie. reading, math, spelling and are expected to do it without any assistance. I think helping our students at the elementary level to succeed will give students the best opportunity to succeed in their futures. If we don't we lose these students once they reach middle school.”

Air quality- in an attempt to improve our air quality and reduce transmission through our schools, improvements to the current systems at the middle school and high school were prioritized. Moisture penetrating the building can lead to indoor air quality issues, and that in order to return students to in service school from Covid 19 roofing is required as an operational expense for the health and safety of students.

Tech software- these various programs including a diagnostic assessment administered three times per year (also includes individualized instruction to address student learning gaps at their level), google license, amplify science (which makes many of the traditional consumables and experiments come alive digitally), virtual job shadowing (available to all students since these opportunities have been diminished due to COVID), screencastify (allowing teachers to record themselves), goalbook (includes a variety of assessments both summative and formative), achieve 3000 (includes individualized instruction for students at their level to address specific gaps in their learning), edgenuity (to provide online opportunities for students and help them progress through their high school career at their pace), and some other items that address learning gaps such as individualized readers that are online.

Summer school and After School Program - to address learning gaps due to COVID 19 and supplies. The district will plan and provide an after school learning lab

for our online identified students to provide accelerated instruction due to COVID-19 learning loss. In addition, the needs of low-income students, English learners, students experiencing homelessness and students in foster care and students not demonstrating grade level mastery will be addressed during after school programming to help close gaps. Engaging, differentiated instruction will be provided aligned to evidence based instructional strategies and activities. This will not only accelerate learning, but lower factors for student dropouts (1)

What works clearinghouse [Preventing Dropout in Secondary Schools Practice Guide](#)

Key Core Work Process 2 Design and Deliver Instruction:

HCPS will be implementing high yield instructional strategies known to positively impact student learning, as evidenced by the ongoing research of Professor John Hattie and his Visible Learning Associates. The high yield instructional strategy of primary focus for this continuous improvement cycle is direct/explicit instruction (Effect Size .60) as delivered through the Workshop Model (mini lesson, work time, reflection). Our work will target Tier 1 instruction through evidence-based strategies for both academic and behavioral success for all students with fidelity.

High Yield Instructional Strategies

HCPS will be implementing high yield instructional strategies known to positively impact student learning, as evidenced by the ongoing research of Professor John Hattie and his Visible Learning Associates. High yield instructional strategies will be implemented through the school's instructional process of Workshop Model which is direct/explicit instruction (Effect Size .60). The focus of turnaround efforts will target tier I instruction with an emphasis on reading through quality phonics instruction (Effect Size .70), repeated reading (Effect Size .75), and comprehension skills. Mathematics instruction will be strengthened with a viable, aligned mathematics program (Effect Size .59) coupled with the use of manipulatives (Effect Size .30).

Collective Teacher Efficacy

HCPS will address student achievement by increasing collective teacher efficacy. John Hattie defines collective teacher efficacy as the collective belief of the staff of the school in their ability to positively affect students. This practice is known to positively impact student learning, as evidenced by the ongoing research of Professor John Hattie and his Visible Learning Associates with an effect size of 1.57. In an article published by Learning Point Associates for The Center for Comprehensive School Reform and Improvement, authors Dana Brinson and Lucy Steiner reference four actions that can build collective teacher efficacy: build instructional knowledge and skills, create opportunities for teachers to collaboratively share skills and experiences, interpret results and provide actionable feedback on teachers' performance, and involve teachers

in school decision making (Brinson , Dana, and Lucy Steiner. “Building Collective Efficacy: How Leaders Inspire Teachers to Achieve.” *Issue Brief*, Oct. 2007, pp. 1–6.)

At HCMS, we are committed to closing learning gaps. Prior to the COVID-19 pandemic, our school had made strides in gap closure and novice reduction through the use of small group instruction, namely Tier II instruction in the Tier I classroom. Going forward, we are committed to continuing this practice, but the schedule has also been designed to offer students additional time during the school day for more intensive, ongoing intervention. The following items submitted through our ARP ESSER allocation are intended to support our middle school MTSS program.

Budget item	Intended purpose	Citation(s)
Intervention Teacher Instructional Assistant	Provide daily direct and explicit instruction in small group settings in support of whole group/Tier I instruction. The addition of these positions will allow us to reduce student:teacher ratios across all intervention settings, but especially in our Tier II settings.	According to WWC, there is strong evidence to suggest that providing students with systematic, explicit instruction will help close learning gaps in math and reading. ¹ Additionally there is some evidence to support that professional development focused on improving teacher knowledge of content as well as their ability to teach it should be a priority of closing learning gaps. ²
Substitute Teachers	The school’s vision for professional development is to provide high-quality targeted professional learning opportunities embedded during the school day. This includes lab/observation opportunities for all staff. This will be facilitated by	

¹ Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, NCEE 200-4060; Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, NCEE 2009 4045.

² Developing Effective Fractions Instruction for Kindergarten Through 8th Grade, NCEE 2010-4039.

	using substitute teachers to relieve teachers from their teaching responsibilities for part or all of a school day(s).	
<p>Technology/Software/Applications: Desmos, Study Island, IXL</p> <p>PBIS Rewards App</p> <p>Edpuzzle, Quizizz, etc.</p> <p>Destiny/Follett Shelf</p>	<p>As a part of our small group instruction/intervention plan are materials to be supplemented using multiple software programs. These programs provide students with materials both at grade level and at instructional level to supplement learning in Tier I and intervention settings.</p> <p>The PBIS Reward app will be used to support our staff and students within the framework of our PBIS program, helping to minimize disruptions and maximize time engaged in class and reduce classroom removals for our most struggling students.</p> <p>These online programs are used by teachers to engage students in the content being learned in class as a part of whole group instruction.</p> <p>These digital subscriptions will be used to support the</p>	<p>According to WWC, there is moderately strong evidence to suggest that the use of varied, personalized, and readily available digital content supports student growth toward post-secondary learning goals.³ Further, research suggests that moderate evidence exists to support the use of fluency-building activities and the practice solving of word problems to support gap closure in math.⁴ Finally, there is moderate to strong evidence to support students' develop successful behavior skills as well as minimal evidence to support the use of motivational strategies in the intervention classroom.⁵</p>

³ Using Technology to Support Post-Secondary Student Learning, WWC 20090001.

⁴ Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, NCEE 200-4060.

⁵ Reducing Behavior Problems in the Elementary School Classroom, NCEE 2008-012; Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, NCEE 200-4060.

	library’s goal of engaging readers of all levels, especially reluctant readers.	
Reading and Math Intervention Materials	Guided reading sets have been purchased to be used in reading intervention settings and materials for math intervention (primarily professional texts) to support small groups, explicit instruction will be purchased.	Research suggests that in-depth treatment of content and systematic, explicit instruction is an important component of effective interventions in reading and math. ⁶
Classroom supplies: Math, Science Library	Supplies will be ordered for these classrooms to make sure the learning environment provides equitable access to content through deep, engaging, and authentic learning experiences. Materials will be purchased for the library with a focus on engaging readers of all levels, especially reluctant readers.	
Furniture	Furniture will be ordered to help facilitate our small group learning by providing students and teachers with a space to conduct meaningful small group instruction that is appropriately comfortable and free of distractions.	This is in support of other budget items; See other citations for more context.
Money for musical instruments and supplies/SmartMusic	Critical to helping to balance the size of our small group intervention	This is in support of other budget items; See other citations for more context.

⁶ Ibid; Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades, NCEE 2009 4045.

subscriptions	class settings, is the expansion of our music program. Without an increase in participation in these programs, it will be difficult to reduce the numbers of students in the classrooms during intervention blocks. Money has been spent on instruments, but the costs don't end there.	
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Career-Tech Education-According to What Works Clearinghouse, regarding students enrolled in Career and Technical Education Pathways, Career Technical Education course takers have higher high school graduation rates, overall educational attainment, or earnings. One unique and critical element of Career Technical Education pathways is that they offer learners exposure and access to authentic experiences inside and outside the classroom. The use of items purchased will provide, as stated by The National Center for Education Statistics, the academic and technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. Overall, students will be provided with hands-on experiences in the classroom led by dedicated educators.

Instructional Assistant at our high school-According to What Works Clearinghouse, regarding students with disabilities, it is important to provide close monitoring of school performance, mentoring, case management, and other supports. Students must be continually assessed through their engagement by close monitoring of student performance and progress indicators. The connections with students must be provided through staff giving individualized attention to students, in partnership with other school personnel, family members, and community service providers. Monitored students must have regular reviews of their performance and interventions where problems are identified. Instructional assistants will be trained in data collection protocols as well as instructional programs to assist in student growth and success.

WWC Practice Guides

- ❖ Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades
 - This practice guide was prepared for the WWC by Instructional Research Group under contract 91990018F0375 (GRAPE T1).

- The following research staff contributed to the guide: Madhavi Jayanthi, Russell Gersten, Rebecca Newman-Gonchar, Robin Schumacher, Kelly Haymond, Julia Lyskawa, Betsy Keating, and Seth Morgan.
- ❖ Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
 - This practice guide was prepared for the WWC by Mathematica under contract ED-IES-13-C-0010.
 - The following research staff contributed to the guide: Nicholas Beyler, Kelley Borradaile, Joshua Furgeson, Juliette Henke, Betsy Keating, Samina Sattar, Andrei Streke, and Sarah Wissel.

Item Requested ESSER 3	Narrative / Research
Primary Classroom Teacher	<p>According to What Works Clearinghouse regarding response to intervention and gap closure, the recommendation to provide intensive, systematic instruction for both reading and math that targets foundational skills in small groups for students who score below benchmark on universal screenings yield a strong level of evidence for impact. Tier 2 and tier 3 instruction should take place in small homogenous groups ranging from three to four students using curricula that address the major components of effective reading and math instruction. The additional primary classroom teacher will reduce the classroom size from 30 students per one teacher to approximately 18 students per teacher. This along with the implementation of instructional assistants and the time designated for math and literacy response to intervention will allow students to receive explicit instruction that involves more teacher-student interaction. Students will be given frequent opportunities to practice and receive comprehensible and specific feedback. This intensive instruction will occur weekly approximately three to five times per week for 20 to 40 minutes. According to the What Works Clearinghouse publication, “since 7 of the 11 studies that met WWC standards or that met standards with reservations produced a significant effect on at least one reading outcome, and all seven studies used explicit instruction, we concluded that explicit instruction is an effective approach to use in tier 2 intervention.”</p>
Instructional Assistants	<p>According to What Works Clearinghouse regarding response to intervention and gap closure, the recommendation to provide intensive, systematic instruction for both reading and math that targets foundational skills in small groups for students who score below benchmark on universal screenings yield a strong level of evidence for impact. Tier 2 and tier 3 instruction should take place in small homogenous groups ranging from three to four students using curricula that address the major components of effective reading and math instruction. The additional Gap Closure instructional assistants will be trained in structured literacy, Easy CBM,</p>

	<p>iReady and Eureka Math in order to support classroom teachers by leading small groups that target specific skill deficits identified by benchmark assessments. Instructional assistants will be trained in data collection protocols as well as instructional programs so that small group instruction can be possible for all students in grades K-5.</p>
<p>Samsung 75” LED TV and Graphics Tablets</p>	<p>According to What Works Clearinghouse, it is essential for students to engage in small group instruction with the opportunities for teacher support and feedback. The Samsung TVs in conjunction with Graphic Tablets will provide teachers the flexibility to design and deliver explicit instruction while maximizing their time and resources. Teachers will use structured literacy programs to design small group instruction that will support student development of foundational skills including phonemic awareness, letter sounds, listening comprehension, vocabulary development, phonics, fluency with high frequency words, and fluency with connected texts. Along with these highly effective literacy practices, teachers will have the opportunity to design math instruction that targets foundational skills in addition to building fluency with mathematical competencies. What Works Clearinghouse strongly supports the use of these programs in the area of literacy and math, and this technology will provide teachers with the flexibility to provide highly engaging and explicit instruction to target areas of need. In addition to the intervention time, teachers will also have the opportunity to use these resources to enhance student vocabulary and understanding in all subject areas including math, social studies, science and literacy. These resources will allow teachers to design highly engaging lessons that will support the development of disciplinary literacy across all areas and contents.</p>

Classroom Teacher -As a school district during a pandemic we are in need of gap closure. HCPS feels a sense of urgency to close the achievement gap within our student population, due to Covid-19. A position dedicated to supporting students and reducing class sizes will be beneficial in closing the gap for all students . This position would work extensively with students to support them through intentional content, standard driven curriculum. This would have a high impact with intentional instruction to provide strategies in all content areas. Ongoing assessments would be monitored to ensure progression and growth to demonstrate the impact for each student. Programs, instructional strategies, and materials used for instruction will be research based curriculum. Student needs met through a smaller class size with the classroom position. I-Ready data will be used to provide on-going assessment and instruction and intervention support within smaller groups. This would be made available with the support of the new position provided.

Digital Guided Readers - HCPS has implemented the Jan Richardson, Guided Reading instruction. This curriculum provides a powerful, small group reading intervention with targeted, intensive instruction to help striving readers meet grade-level benchmarks. With the purchase of the Digital Guided Readers teachers will provide lessons that are consistently structured and supported in best practices in literacy instruction. The consistent, research-based instruction will provide teachers with a curriculum that will support all students in the Guided Reading curriculum.

Should there be fluctuations in spending or costs, the remainder of the funds will be allocated to extra staffing and supplies for summer school and after school tutoring to continue efforts on addressing learning loss.