



Ludlow Independent School District

ARP ESSER Plan

July 2021

During the 2020-2021 school year, the Ludlow Independent School District adhered with the recommendation of the Governor of Kentucky, Kentucky Department of Education, and Centers for Disease Control for temperature checks, social distancing, mitigation strategies, and masking of all students and staff. To manage this for the school year, the Ludlow Independent School District used a hybrid schedule for in-person instruction with half the students attending in the morning and the other half of students attending in the afternoon. All students were also given a virtual option in lieu of in-person instruction, if preferred by families. During the time of high community spread, the district moved to fully virtual for all students during the first four weeks of school and for seven weeks in the middle of the school year. Starting March 14<sup>th</sup>, all students were given the option to return to all-day, in-person instruction. The vast majority of students in both schools returned to all-day, in-person instruction by the 4<sup>th</sup> quarter. With the truncated time for in-person instruction during the first three quarters of the school year, focus for the elementary school was on reading and math during in-person instruction part of the day, science and social studies were completed at home utilizing Google Classroom. Middle school and high school students attended in-person instruction of half of classes on alternating days. Due to this abbreviated schedule and half of the instructional time taking place outside of school, student achievement data indicated that a majority of students had less than adequate growth in all academic areas by the end of the 2020-2021 year. Most students did progress throughout the school year academically, but most did not meet their yearly growth goals.

Moving forward from this past school year, the district was able to offer all-day instruction for the final 40 days of school. Summer school and 21<sup>st</sup> Century programs were offered to approximately 20% of enrolled students following the final day of school and throughout the month of June 2021. These summer programs ranged from three hours to six

hours a day; and from 15 to 20 days of instruction, based on the students' needs. In preparation for the 2021-2022 school year, plans are in place to address student academic and emotional needs to assist students back into regular routines and achieving academic goals.

As a part of the planning process for the upcoming year, district and school administration met with teacher leaders from each of the schools to identify the concerns from those who work with students on an on-going basis. Additionally, an on-line survey was shared with all parents, students, staff, and community members to solicit input for improvements and utilizing ESSER funds for this upcoming year and in the years to come. Results of the survey were collected and shared with district administration and board of education to help drive discussion and decision-making for planning. Input ranged from academic, social-emotional, special needs services, to facility upgrades. Feedback for academic recovery included additional interventionists, academic programming, professional development for staff, additional instructional times and days, along with events for family engagement. Feedback in regards to social-emotional needs of students included additional counseling services with both school-based and outside agencies.

With this feedback, school administration, staff, and the Ludlow Board of Education developed this plan to address many of the concerns and ideas put forth by stakeholders. This plan includes items that address academic and social-emotional needs of the students in the district. Items included are additional personnel, additional instructional time, additional mental health counselors, and a process to oversee the additional programming and personnel.

**Part I: The extent to which and how funds will be used to implement prevention and mitigation strategies consistent with the Centers for Disease Control and Prevention guidance on reopening schools?**

Prior to the 2020-2021 school year, an evaluation of facilities was conducted to create an environment of social distancing and other mitigation strategies. The results of this evaluation led to purchasing of furniture, supplies, and personnel to create a safe environment for those who chose in-person instruction. Technology was also purchased for both students and staff to provide for a robust virtual learning environment.

<b>Purchase</b>	<b>Description</b>
Chromebooks were purchased for each student enrolled within the school district	Prior Chromebooks inventory had reached the end of their useful life expectancy. With this purchase, each student was provided a new device, regardless of their financial situation.
New student desks	New student desks were purchased to provide for six feet separation for all students during in-person instruction throughout the school day. Previous tables did not allow for six feet of separation of students
Bottle fill station	With students unable to share a water fountain, bottle fill stations were purchase in place of current water fountains so all students could bring and fill their own water bottles during the school day.
Temperature check equipment	To provide for quick temperature checks for all students and staff, temperature check equipment was purchased for each entrance of the school. This provided a way for all people entering the schools to be checked for fever and recorded for contact tracing.
Community Liaison position	With the new responsibilities for Covid protocols, contact tracing, parent communication, and communication with the local health department, the district created a position to handle only these responsibilities during the 2020-2021 school year.
Additional cleaning supplies	Hand sanitizer dispensers were installed in each classroom for frequent use. Fogging machines were purchased to disinfect rooms between in-person instruction sessions. Additional disinfectants, paper towels, and gloves were purchased for each classroom in the district.
Personal Protective Equipment	Masks, dividers, partitions, gloves, and visors were purchased to reduce the spread of Covid

**Part II: How the local education agency (LEA) will use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions.**

With the loss of in-person instruction during the 2020-2021 school year, many students did not meet their yearly progress in the academic areas. Planning for academic recovery began in the spring of 2021 to develop plans to address student needs beginning in March 2021, when students returned to all-day in-person instruction. Additional teachers were hired for the 4<sup>th</sup> quarter of school to reduce class sizes to provide social distancing and to provide for small group instruction. As the school year was finishing up, all students were assessed in reading and math utilizing MAP to determine their academic progress for the school year. Fifty-two elementary students and 62 middle school/high school students were identified to attend summer school for the month of June to provide additional academic support and for credit recovery for students that did not pass courses. Our 21<sup>st</sup> Century grant programs of SHINE and SOAR provided summertime enrichment for 40 elementary students and 32 middle school students. Planning for the 2021-2022 school year will utilize funds to provide for additional personnel for interventions, additional programming, and additional instructional time to address student needs. Funding will also be utilized for addressing social-emotional needs of students as they return for the school year.

<b>Purchase</b>	<b>Description</b>	<b>Program</b>	<b>Citation for Evidence-Based Practice</b>
Lexia Reading Program	On-line reading program for grades Kindergarten through 6 <sup>th</sup> grade for all students for 20 minutes a day to address deficits in individual reading skills for each student	Lexia	Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</a>  Lexia: WWC results indicate an improvement index of 11 for alphabets and 11 for comprehension

Accelerated Reader	Accelerated Readers is a program that assesses student comprehension of books that are read in and out of school	Accelerated Reader	<p>Black, P., &amp; William, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i>, 92, 81 -90.  <a href="http://weaeducation.typepad.co.uk/files/blackbox-1.pdf">http://weaeducation.typepad.co.uk/files/blackbox-1.pdf</a></p> <p>O'Connor, John (2009) Turning Average Instruction Into Great Instruction. Rowman &amp; Littlefield Education.</p> <p>O'Connor, John (2016) Great Instruction, Great Achievement for Students with Disabilities.</p> <p>Accelerated Readers: WWC results indicate an improvement index of 2 for adolescent literacy comprehension.</p>
Primary Literacy Interventionist and Intervention Programs	Primary Literacy Interventionist will assess students in grades Kindergarten to 3 <sup>rd</sup> grade for needs in the areas of reading and writing. Assessments will include universal screeners in MAP, STAR, and Curriculum-based measures. Students that fall below the 25 <sup>th</sup> percentile will receive tiered interventions for the identified area(s).	<p>Handwriting Without Tears</p> <p>Orton-Gillingham</p> <p>SPIRE</p> <p>Saxon Phonics</p>	<p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</a></p> <p>HWT: The American Journal of Occupational Therapy study in 2015, results indicate students using HWT scored significantly higher than the control group of Kindergarten printing.</p> <p>Orton-Gillingham: pioneered the multisensory approach to teaching reading, which is a common part of effective literacy programs. This means that instructors use sight, hearing, touch, and movement to help students connect language with letters and words. Orton-Gillingham is widely used to teach students with dyslexia.</p> <p>SPIRE is an intensive reading intervention program incorporating the latest reading research regarding how dyslexic students learn to read. SPIRE is based on the Orton-Gillingham approach. According to the Florida Center for Reading Research: Strengths of Sounds Sensible and S.P.I.R.E, scope and sequence is evident and each lesson provides multiple practice opportunities of previously learned skills to attain mastery.</p> <p>According to the Florida Center for Reading Research: In sum, Saxon Phonics and Spelling is founded on research principles that have been shown repeatedly to be effective in the development of young readers. Although there is indication from a number of informal evaluations that Saxon Phonics and Spelling may be an effective program in teaching early reading skills, studies with more complete information and higher research standards (e.g., use of appropriate control groups) are needed to confirm this efficacy.</p>

<p>Primary Math Interventionist and Intervention Program</p>	<p>The Math Achievement Fund Grant provide a large portion of funds for a Primary Math Interventionist, with ESSER funds providing the remaining funds for salary and professional development. The Primary Math Interventionist will assess students in grades Kindergarten to 3<sup>rd</sup> grade for needs in the areas of math. Assessments will include universal screeners in MAP, STAR, and Curriculum-based measures (CBM). Students that fall below the 25<sup>th</sup> percentile will receive tiered interventions for the identified area(s).</p>	<p>Add+Vantage MR (AVMR) is Math Recovery program provided as Tier III math intervention for students in the primary grade</p>	<p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., &amp; Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</a></p> <p>O'Connor, John (2009) Turning Average Instruction Into Great Instruction. Rowman &amp; Littlefield Education.</p> <p>AVMR: Math Recovery® students made an average gain of 2.22 grade levels of growth in one school year while students from the other intervention made an average of 1.56 years growth. Furthermore, when looking at the percentage of students who reached grade level expectations by the end of the year for the entire sample, 70% of the Math Recovery® students achieved grade level expectations whereas only 29% of the students from the other intervention achieved grade level expectations even though they had initially scored higher at pretest than the Math Recovery® intervention participants (Ludwig, Jordan, Maltbie, &amp; Marks, 2007)</p>
<p>Intermediate Grades Interventionist and Intervention Programs</p>	<p>The Intermediate Grades Interventionist will provide reading, writing, and math intervention to students that fall below the 25<sup>th</sup> percentile based on MAP and STAR. Identified students in grades 4<sup>th</sup>-6<sup>th</sup> will receive</p>		<p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</a></p> <p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., &amp; Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>

	<p>intervention in math utilizing Do the Math and Math 180. Identified students in reading will receive interventions utilizing System 44 and Read 180. These interventions will take place during the school day, outside of the core instruction time for identified students</p>	<p>Do the Math  System 44/Read 180  Math 180</p>	<p><a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</a></p> <p>Do the Math: Four efficacy studies in Florida, New York, Georgia, and California indicate significant improvement for students that participated with Do the Math.</p> <p>Read 180: WWC results indicate an improvement index of 6 for comprehension, 4 for literacy achievement, and 4 for reading fluency.</p> <p>A study conducted by JEM&amp;R found that Math 180 results showed that use of the <i>MATH 180</i> Digital Access Solution was associated with significant improvements in mathematical performance, <math>p &lt; .01</math>. On average, students using the solution improved by 159.1 Quantile measures. This level of growth exceeded the average performance typically seen in this cohort.</p>
<p>Middle Grades Interventionist</p>	<p>The Middle Grades Interventionist will provide reading, writing, and math intervention to students that fall below the 25<sup>th</sup> percentile based on MAP and STAR. Identified students in grades 7<sup>th</sup> and 8<sup>th</sup> will receive intervention in math utilizing Math 180. Identified students in reading will receive intervention utilizing Read 180. These interventions will take place during the school day, during the students' elective classes</p>	<p>Read 180  Math 180</p>	<p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</a></p> <p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., &amp; Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</a></p> <p>Read 180: WWC results indicate an improvement index of 6 for comprehension, 4 for literacy achievement, and 4 for reading fluency.</p> <p>A study conducted by JEM&amp;R found that Math 180 results showed that use of the <i>MATH 180</i> Digital Access Solution was associated with significant improvements in mathematical performance, <math>p &lt; .01</math>. On average, students using the solution improved by 159.1 Quantile measures. This level of growth exceeded the average performance typically seen in this cohort.</p>



<p>Parent Communication Advocates (50 stipends)</p>	<p>Prior to the beginning of the 2021-2022 school year, all students will attend a day of orientation/instruction to receive classroom and academic expectations for the school year from their teacher, along with being assessed utilizing MAP, STAR, and CBM. Teachers will then host parent-teacher conferences with all parents to reviews assessment results, expectations, and instructional programming for the school year. Before the first day of school, all students will have been assessed, placed into tiered interventions (if needed), and all information communicated to parents.</p>	<p>Measures of Academic Progress (MAP)</p> <p>Star Assessments</p> <p>Curriculum-Based Measures (CBM)</p>	<p>Black, P., &amp; William, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i>, 92, 81 -90.  <a href="http://weaeducation.typepad.co.uk/files/blackbox-1.pdf">http://weaeducation.typepad.co.uk/files/blackbox-1.pdf</a></p> <p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., &amp; Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.  <a href="https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_founded_reading_summary_051517.pdf">https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_founded_reading_summary_051517.pdf</a></p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., &amp; Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf</a></p> <p>O'Connor, John (2009) Turning Average Instruction Into Great Instruction. Rowman &amp; Littlefield Education.</p> <p>O'Connor, John (2016) Great Instruction, Great Achievement for Students with Disabilities.</p>
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**Part III: How the LEA will spend the remainder of its funds**

The LEA will utilize the remainder of the funds to provide academic support and social-emotional support for students and families over the course of the next three year. Programs and services listed in section two will continue for the next three years to address academic recovery due to the pandemic. Additional funds from ESSER will be used to provide social-emotional

assessments and therapy to students. Students will be assessed using the Terrace Metrics programs to identify areas of concern in the area of their social-emotional well-being. Results will be analyzed by the guidance counselors and staff from each school. Concerns identified will be discussed and communicated to parents. Funding will create multiple layers of support for students, including counseling services from school guidance counselors, along with mental health therapy from certified therapists on-campus. Funding will also support appropriate mitigation strategies to stop the spread of the Covid virus, including cleaning supplies and facility adjustments for social distancing and disinfecting.

**Part IV: 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.**

As a part of the ESSER funds, a Director of Teaching and Learning was hired to coordinate and assess the effectiveness of all academic recovery. The Director of Teaching and Learning will analyze assessment data of all students within the district, develop professional development planning for instruction, create intervention programming for students performing below grade-level, and coordinate additional services to support students and staff. All students will be universally screened using MAP and Star assessments, three times a year in reading and math to determine academic performance as compared to grade level standards. Students in the primary grades will also be assessed using MAP and Star but will also be assessed using Curriculum-Based Measures (CBM) in both reading and math for individual skills. Students performing below the 25<sup>th</sup> percentile will be identified for tiered intervention in literacy and math. Students that receive interventions will be progress monitored weekly to assess progress.

Every eight weeks, progress data will be reviewed by the Advisory Team to develop the next step for each identified students, such as advancing to a more intensive intervention.

Interventions provided are all research-based and will be instructed with fidelity, as supervised by the Director of Teaching and Learning.

Director of Student Support Services will over the social-emotional assessments and the providing of care for students. Assessment data from Terrace Metrics will be used to identify students in social-emotional need. Guidance counselors will review data and develop individual plans for students in need. Layers of interventions will be provided to all students, including therapy provided by a certified mental health therapist. Director of Student Support Services will also organize parent events, parent communication, and supervise the assessment and standard of counseling services for the district.

<p>Mental Health Wellness &amp; Social Emotional Learning</p>	<p>Trauma Informed Schools</p>	<p>Courtney Wiest-Stevenson &amp; Cindy Lee (2016) Trauma-Informed Schools, <i>Journal of Evidence-Informed Social Work</i>, 13:5, 498-503, DOI: <a href="https://doi.org/10.1080/23761407.2016.1166855">10.1080/23761407.2016.1166855</a></p> <p>Longhi, D. (2015). Higher resilience and school performance among students with disproportionately high adverse childhood experiences (ACEs) at Lincoln High, in Walla Walla, Washington, 2009 to 2013. Olympia, WA: Participatory Research Consulting, LLC. <a href="https://www.pacesconnection.com/fileSendAction/fcType/0/fcOid/466307103279770868/filePointer/466307103281285022/fodoid/466307103281285018/LH%20report%20final%20%281%29.pdf">https://www.pacesconnection.com/fileSendAction/fcType/0/fcOid/466307103279770868/filePointer/466307103281285022/fodoid/466307103281285018/LH%20report%20final%20%281%29.pdf</a></p>	<p>Creating trauma informed and trauma sensitive schools will continue to be an area of focus for Ludlow Independent School District. The district will utilize Trauma Teams at the district and building level to build capacity to effectively and efficiently respond to student trauma within the district. Members of the Trauma Teams will continue to be paid a stipend in order to build capacity in all schools with the goals of:</p> <ul style="list-style-type: none"> <li>a.) Understanding trauma, types of trauma and traumatic stress</li> <li>b.) Trauma and the brain</li> <li>c.) Trauma Teams roles and responsibilities (data tracking)</li> <li>d.) What is a Trauma Sensitive School</li> <li>e.) Handle with Care: Responding to Trauma Exposed Students</li> </ul>
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	Mental Health Therapists	<p>Substance abuse and mental health services administration. (2014). <i>SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach</i>. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration. <a href="https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf">https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf</a></p> <p><i>Trauma Sensitive Schools Training Package</i>. (2021). National Center on Safe and Supportive Learning Environments. <a href="https://pg.casel.org/review-programs/">https://pg.casel.org/review-programs/</a></p>	The district plans to utilize funds to hire additional mental health therapists to work at the school and district level to support and provide direct therapy services to students and staff.
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**Conclusion**

The Ludlow Independent School District has created this plan to address the needs of all students, in both academic and social-emotional, in conjunction with stakeholders of each of our schools. Input from teachers, parents, support personnel, and students were solicited in identifying needs and planning for recovery. Utilization of ESSER funds will provide the personnel and programming the district feels is necessary to address the identified areas that were impacted by Covid and the loss of instructional time starting in March 2020.

The Ludlow Independent School District recognizes the importance of stakeholder feedback and input as students, teachers, administrators, families, community agencies, and local businesses begin to recover from the COVID-19 pandemic. Prior to Ludlow Independent School District creating a recovery plan, stakeholder feedback was solicited in multiple ways. Stakeholder surveys were sent via email to the following groups with 53 responses. Groups

included: students enrolled, parents/guardians of all students, parents/students of students with disabilities, and business/community members. In addition to the surveys, most current district needs assessment used for budgeting and the most current CDIP was revisited by administration and the Board of Education. Members involved in the needs assessment and CDIP development included: SBDM, administration, District Facility Planning Committee, teacher leadership group consisting of six teachers, Kentucky Education Association building representatives, local business members, parents, students, Board of Education members. Currently, we do not have a formal civil rights organization we are working with on an on-going basis.

The school district has created a plan that addresses all areas of concern and is considered the best course of action to address loss and for recovery. If during the implementation of the plan adjustments need to be made, stakeholders will be asked to assist in re-adjusting and implementing changes to best serve students and the community. With implementation and fidelity, the district hopes to recover all lost instruction due to Covid and to assist in adjusting the student population back into routines of school.