



ESSER ARP- Narrative

With an intense focus on regaining momentum and addressing gaps of content coverage, as well as student achievement, our ESSER ARP funds will help tremendously, here at Trigg County as we continue to work to address the needs of our students. As we are already implementing a variety of ways to accelerate learning, close gaps, and tackle loss of instructional time, our funds will be used to sustain what we have put into place, as well as, implement even more ways to identify and address needs.

Mitigation Strategies

Mitigation strategies consistent with current CDC guidance will require purchases of masks, hand sanitizer, air quality supplies, and contracted services for electrostatic sanitation. We will continue with the following mitigation strategies as directed by the CDC: **the regular cleaning of all desks and classroom surfaces, the sanitizing of surfaces, seating charts for contact tracing, separation of students, as well as staff, with no less than 3 feet between student work spaces, maintaining social distances in all areas, ensuring that all students have face masks at all times, completion of accurate contract tracing and reporting**, and all other tasks that allow our school system to operate fully while adhering to CDC guidance.

We will also be using funds to cover non-instructional salaries that impact our operation. This budgeted **staff will help support the mitigation of strategies** that we have in place, as advised by the CDC, to work to keep our students and staff healthy at school. **These strategies include the regular cleaning of all desks and classroom surfaces, the sanitizing of surfaces, assistance with indoor ventilation, the logistics of location for students that allow for no less than 3 feet between student work spaces, ensuring that all students have face masks at all times, completion of accurate contract tracing and reporting, and all other tasks that allow our school system to operate fully while adhering to CDC guidance.** Budgeted salaries will also include staff that allow us to maintain operation through additional tech support and employee retention support.

Due to the distinct need of our middle school regarding the facility's roof condition, and the distraction caused by leaking areas and the resulting impact on instructional areas, funds were spent on a new roof for the school. Not only does this decrease the likelihood of mold and mildew growth, it also helps to improve air quality with the removal of leaking roof areas.

In order to continue to transport students as needed, while allowing more space (fewer number of students/adults per vehicle), the district will be purchasing 2 Chevrolet Suburbans for student transport to and from field trips, events, home as needed, etc.

Intervention/Academic Impact

As a district we created and hosted Camp CATapult (intervention camps with small group instruction based on student needs) for our students during the summer of 2021. These were **intentional intervention camps that focus on providing additional academic support, as well as offering social, emotional, behavior support. Students were invited to attend camp based on individual student skill needs and the KY standards on which students show lack of mastery, as identified by the STAR diagnostic assessment.** Teachers were given individual performance reports that noted the identified skills and standards that each child needed to work on. Teachers planned based on the identified needs. Time for social, emotional, and behavioral support was built into the daily camp schedule. This allowed certified guidance counselors to conduct social/emotional lessons and activities for all students in attendance. **We will continue to host CATapult camps each summer over the course of the next few years.**

We will give CASE21 common assessments, STAR diagnostic assessments, and formative assessments regularly. There will be scheduled times for **teachers to intentionally analyze the results from these assessments and plan changes to instruction based on the results. The analysis will drive classroom instruction, re-teaching, and intervention. Those that perform below mid-apprentice will be identified for TAG. This time is built into student schedules and is used to have additional teaching, guided instruction, modeling, and application of non-mastered standards.**

In order to address the number of students that qualify for the intervention program (TAG), we will address and **work to improve core instruction** in all schools. Our district will also host sessions for **job-embedded professional learning, including the identification of and how to implement, with fidelity, high effective size strategies, as promoted through the work of John Hattie.** The sessions will include time for data analysis of not only student performance, but also the analysis of the link between strategies used and results received. With the expectation that all teachers attend such sessions, there may be times that substitutes will need to be paid for classroom coverage.

With the vast majority of our time for students and teachers having been spent learning online during the 20-21 school year, **our goal is to facilitate a smooth transition back into classrooms, while continuing to optimize the use of educational technology. To lead this work, we are employing a Digital Learning Coach for our district.** The DLC salary will be paid for with ESSER ARP funds. **Our DLC will work with and direct teachers on implementation of technology based and direct instruction that help our teachers identify student learning loss.** For example: How to conduct formative assessments using technology, and using the results to identify standards and skills that need to be addressed. Our DLC will attend PLCs, host meetings, and work individually with teachers to help them utilize resources that address social,

emotional, and mental health needs of students. In order to support the work of our district, we will have a refresh of staff devices and software program services.

Another initiative that we are implementing to address loss of instructional time is to have each of our teachers in the district supported by an individual, instructional coach. We are employing the services of Ed Connective for instructional coaching. In order to implement fully and to fully support this work for our teachers, **we are budgeting to cover substitute costs, so that teachers can meet with their coaches, have collegial conversations among teams (vertically and horizontally), and plan based on data based on coaching feedback.** Instructional coaches will support our teachers in improving core instruction and data based intervention by assisting with planning for time lost in the previous school year, identifying needs resulted from the loss, and use of the most effective methods. We have budgeted to provide coaches for new employees as they join our team at TC.

Along with having instructional coaches, we want our teachers to have opportunities to attend the most up-to-date training and professional learning sessions; whether content, teaching strategies, process/procedures implementation methods, etc. Costs involved may include registration, subs, or pay for the teacher for additional time worked.

We are looking at purchasing an Anatomage Table. Due to changing guidelines around COVID19 and the medical profession our students have been unable to receive real life experiences; clinical-style experiences. Having the Anatomage Table will allow our students exposure through replicated real-life/hands-on medical training. The cost is approximately \$80,000. We have adjusted our GMAP application but are asking for approval.

As a direct initiative to help our teachers see best practices in action and to hear from high performing schools and practices, we will take teachers on instructional visits to state-identified HUB schools. We will also, as a part of reviving teachers' love and enthusiasm for, as well as grow their skills to teach students in new and different ways, based on the challenges brought on by COVID, we will take a team of educators to the Ron Clark Academy in Atlanta, Georgia. Teachers need to see and experience the best practice approaches that are evident in high performing schools and be trained on how to get the most out of each and every student.

Engaging Opportunities

Due to COVID, our GT students have not been able to participate in the specific programs in which they typically participated in the past; Teen Court; KYA; field experiences. In order to gain exposure and maximize our GT offerings for our students, they will be participating in the programs they were previously. Again, these include programs such as Teen Court, KYA, and field experiences throughout Kentucky.

So that our students can gain real-world experiences and connect course content with the world around them, teachers will be encouraged to plan and take part in field trips focused on academic growth and exposure, as well as college and career readiness.

Additional Support

Another element of supporting the work of the district is to provide our students with the most up to date fleet ensures that students have the highest level of safety while transporting to and from school. Purchasing 8 buses over the course of ARP ESSER funding will allow us to maintain a top performing fleet.

The remainder of the funds will be used to continue to support students through facility, transportation, and professional membership needs. Funds will be used for utility expenses, insurances, tax collection fees, fuel expenses, furniture, legal services, auditing services, and WKEC and KSBA dues.

Meaningful Consultation

As a district, we engaged in meaningful consultations with all stakeholders for the benefit of all students. **Our district collected feedback from stakeholders via an online survey. This survey was made public, advertised, and sent out to all community members including, staff members, teachers, students, families, school and district administrators, civil rights organizations and stakeholders representing the groups of children from historically disadvantaged groups.** Information regarding the availability of the survey was **communicated using our social media platforms, the district webpage, through email, use of our one-call system, and communicated to parents, students, staff, families through each schools' communication methods.** Community members, civil rights organizations, and other stakeholder groups were made aware of the survey and its purpose through weekly advertisements, announcements, and posting throughout the community. Communication of such took place for one month, to gain input. Our district used all forms of contact and communication that we have accessible to us. Stakeholders were asked to identify, from their perspective, the areas of greatest need due to learning loss resulting from the global pandemic. Responses to the survey included noting Math, Reading, and Social Emotional as the areas of most need for funding and focus. Those that responded noted their perspective that our students need intervention and enrichment and that funding should be spent toward staffing those needs.

Hattie, J. (2008). *Visible learning*. Routledge.

<https://www.taylorfrancis.com/books/mono/10.4324/9780203181522/visible-learning-teachers-john-hattie>

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>