

## FULTON INDEPENDENT ESSER/ARP Plan

### Summary of Plan's Construction (Meaningful Consultation)

Fulton Independent School Superintendent began the ESSER/ARP planning process by reviewing all documentation provided by the Kentucky Department of Education. An ESSER/ARP Planning Committee was then developed. This committee is composed of the Superintendent, Principal, Director of Special Education, School Curriculum Specialist, DPP/Safe School Director, High School Teacher (Minority and School Rep of Children from Disadvantaged Groups), Middle School Teacher (Minority and Parent), Elementary Teacher, High School Parent, Middle School Parent, Elementary Parent, and School Board Member. In addition, a high school student, a middle school student, and a Mountain Comp Mental Health Counselor who represents a large group of disadvantaged students, have been added to this committee. All committee members reviewed the plan and were asked their opinion on how this money could best help the students of Fulton Independent School. A survey was presented to all parents and members of our community in order to obtain feedback from a large group and the results were consulted by the team in developing the plan. Please see the ARP ESSER PLANNING COMMITTEE table below. The link for the survey is <https://www.surveymonkey.com/r/JRBJQSN>. The results of the survey can be viewed here: <https://www.surveymonkey.com/results/SM-C3YC6F9D9/>. The committee reviewed all documentation and wrote the plan in order to address 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, how FIS will use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, how FIS will spend the remainder of its funds, and how FIS 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. Additionally, Fulton Independent School's ESSER/ARP plan includes relevant citations for each evidence-based practice included in the plan. A second meeting of the ARP ESSER PLANNING COMMITTEE was held on Tuesday, September 28, 2021 at 3:00pm at Fulton High School, 700 Stephen Beale Drive, Fulton, KY, 42041. From this point the ARP ESSER Planning committee will meet twice per year to review expenditures and the effectiveness of those expenditures in meeting the needs of all students. The ARP ESSER Planning Committee meetings are open to the public and public participation is and will continue to be encouraged.

GROUP REPRESENTATION	NAME
Superintendent / Parent	Dr. DeAnna Miller

Principal	Mr. Jeff Rogers
Director of Special Education / KASA Representative	Mrs. Sarah Townsend
School Curriculum Specialist	Ms. Amy Chicoine
DPP/Safe School Director – School Rep of Children from Disadvantaged Groups	Mr. Kent Green
High School Teacher / Minority Representation / School Rep of Children from Disadvantaged Groups	Ms. Lisa Kerney
High School Parent	<del>Mrs. Betty Bartimus</del> Updated 2022-2023 Mr. Harold Hutcherson
High School Student	Miss Olivia Fulcher
Middle School Teacher / Minority Representation / Parent	Ms. Melissa Martin
Middle School / Elementary School Parent	Mrs. Victoria Zalucki
Middle School Student	Mister Corbin Fulcher
Elementary Teacher	Mr. Matthew Moxley
Fulton Education Association / KEA Representative	<del>Mrs. Allie Evans</del> Updated 2022-2023 Ms. Sherri Langford
FRYSC Coordinator – Rep of Children from Disadvantaged Groups / Parent	Ms. Tracy Pulley
School Board Member / Minority Representation / Parent	<del>Mrs. Christy Pettigrew</del> Updated 2022-2023 Ms. Carol Bransford
Community Education Director / Minority	<del>Ms. Miesha Hutcherson</del> Updated 2022-2023 Mr. Dave Puckett

Mountain Comp Counselor - Rep of Children from Disadvantaged Groups	Mrs. Kristin Stratton
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## Requirements for ESSER ARP Plan

### Explain:

1. 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;
2. 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;
3. How the LEA will spend the remainder of its funds; and
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. Additionally, plans must include relevant citations for each evidence-based practice listed in the plan, a description of how the district conducted meaningful consultation with the required stakeholders and how they took stakeholder feedback into account when crafting the plan.

**Describe 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.**

Objective	Mitigation Strategy	Activities	Funding
<p>Fulton Independent School recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic.(KDE)</p>	<p>The mitigation strategies of Fulton Independent School have been divided into seven sections: Instructional Options; Social Distancing; Masks, PPE, and Health Policies; Food Services; Sanitation and Environmental Standards; Transportation; and Screening and School Exclusion. The FIS Mitigation Strategies Plan is a fluid plan that changes as new risks enter our environment and new safety recommendations come from CDC and KDE.</p>	<p>1. Instructional Options: A. Students attend school on a regular five day schedule while following current health and safety guidelines issued by CDC &amp; KDE in the FIS COVID Mitigation Plan #2B . B. The Bulldog Virtual Academy online learning is only offered to students in</p>	<p>Additional certified staff for smaller # of students in each classroom and summer ignite program staff plus fringe benefits – ARP ESSER  <span style="background-color: yellow;">\$278,496.36</span>                       School Board Member participation (Per Diem and Fringes)  <span style="background-color: cyan;">\$170.78</span>                      Masks and illness prevention materials and</p>

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		<p>their home setting when a committee consisting of the Principal, DPP, Superintendent and Parent agree that this is the best option for the student's instructional success and the least restrictive environment.</p> <p>2. Social Distancing: A. Staff &amp; Students encouraged to social distance in hallways and other common areas. B. Masks are optional for students &amp; staff C. Assigned</p>	<p>supplies: \$2,000 \$1,187.87</p> <p><del>Edgenuity</del> APEX online learning platform:</p> <p><del>Bulldog Academy Administrator stipend:</del></p>

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		<p>seating will be implemented when possible to assist with contact tracing.</p> <p>D. In order to prevent students from sharing classroom materials such as pencils, ink pens, crayons, rulers, etc., student supplies will be purchased for students in August during the 2020-2021, 2021-2022, 2022-2023 school years.</p> <p>3. Food Services:</p> <p>A. Disposable food service materials will be used when possible.</p> <p>B. Food Service items will be handled with gloves.</p> <p>C. Eating services will be cleaned and sanitized between serving times.</p> <p>4. Sanitation and Environmental Standards</p> <p>A. Hand washing and respiratory hygiene</p>	<p>2A. Classified employee to monitor breakfast / lunch assigned seating <del>and contact tracing</del>-ARP ESSER \$ See staffing cost page 3</p> <p>D. ARP ESSER \$11,238.97, Donations from community \$5,000, \$20,000 ESSER II</p>

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		<p>practices signs posted through school facilities.</p> <p>B. Hand-cleaning supplies readily available.</p> <p>C. Scheduled cleaning and disinfection of bathroom and water fountains during the school day.</p> <p>D. All water fountains will be replaced with water bottle filler fountains and disposable cups provided.</p> <p>E. Students will be provided with FIS water bottles to use at school.</p> <p>F. Frequent Daily cleaning/ disinfection of all facilities with special attention given to high touch areas.</p> <p>G. Hand sanitizer stations located throughout each school.</p> <p>H. When possible teachers will be</p>	<p>3A. Food Services</p> <p>3B. Food Services</p> <p>3C. ARP ESSER \$ Additional Custodian Cost (See classified staff cost on page 3)</p> <p>Cleaning and disinfecting materials</p> <p>B. 14 Hand Sanitizer Stations (1,679.30)</p> <p>D. 13 Water Bottle Filling Stations plus labor/ installation (33,430.00) ESSER.</p>





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		<p>C. Students must remain fever-free for 24 hours with no fever-reducing medications.</p> <p>D. If Covid-19 related and not fully vaccinated, quarantine may be discontinued when the local public health department determines the individual is safe to be around others, or:</p> <p>1) After day 7 if the individual is symptom free and receives a negative Covid-19 test 5 days or later after the last date of exposure to the case, or 2) After day 10 without testing if the individual is symptom free allowing re-entry to in-person classes</p> <p>E. Visitors to the school must <del>attest they do not possess symptoms of or have been exposed to COVID-19</del> and adhere to all district visitor protocols.</p>	

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Objective	Strategy	Activities	Relevant Citations	Progress Monitoring	Funding
<p>In order for <b>Fulton Independent School</b> to accelerate student learning as well as respond to the social, emotional and mental health needs of all students as a result of the COVID-19 pandemic, it is imperative that evidence-based strategies and practices that provide all students with grade-level content</p>	<p>What are your strategies for accelerating learning in all classrooms for all students (ex. Professional learning, identification of at-risk students, etc.)?</p> <ol style="list-style-type: none"> <li>The lack of funding for professional development has limited the number of professional development days offered to faculty over and above the required 24 hours required by state statute. The stakeholder team determined that additional professional</li> </ol>	<p>Describe the actionable steps that will be deployed for each strategy (ex. Evidenced-based strategies/practices).</p> <p>1A1. Content Specific PD for Teachers, PD on Learning Loss, Acceleration, Trauma and the Post-Covid Pandemic Brain. See Attachment A for a complete list of proposed professional Development Opportunities.</p> <p>1A2. Cost of courses for faculty / staff to take college courses that will improve their ability to address specific needs of our students, learning loss and recovery, and/or academic enrichment. Superintendent must approve each course requested by faculty. Course reimbursement will be provided to faculty once</p>	<p>Include the citations for each of the evidenced-based practices listed.</p> <ol style="list-style-type: none"> <li>Level 1 Strong Evidence: “18 Studies suggest that teachers who have training in and knowledge of their subject areas, strong academic skills and classroom teaching experience supported by quality professional development can have an effect on increased student achievement. effectiveness has a positive impact on achievement.”  <a href="https://files.eric.ed.gov/fulltext/ED494706.pdf">https://files.eric.ed.gov/fulltext/ED494706.pdf</a></li> </ol>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan.</p> <p>1A. Pre / Post PD Teacher Surveys</p>	<p>List the funding amount for each strategy.</p> <ol style="list-style-type: none"> <li>Travel  <span style="background-color: yellow;">\$11,754.89</span>                      Registration  <span style="background-color: yellow;">\$8,764</span>  <span style="background-color: cyan;">\$2514</span></li> </ol> <p>Cost of courses for faculty / staff to take college courses that will improve their ability to address specific needs of our students, learning loss</p>

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standards be utilized.	<p>development above the 24 required hours are needed for certified faculty.</p> <p>2. Acceleration Plan for all students who are experiencing learning loss as evidenced by spring 2021 local assessment data.</p>	<p>a transcript showing the approved course with a grade of an A or B.</p> <p>2A1. Teachers will develop an Acceleration Plan (which is the GSSP for all students who are the GT program) <del>will model an Individual Learning Plan, for all students who are at risk or experiencing learning loss</del> as evidenced by Spring 2021 local assessment data.</p> <p>2A2. A meeting will be scheduled between the DOSE, the FRYSC, and the School Social Worker to review APs and add needed accommodations.</p> <p>2A3. New teachers will be assigned a Teacher Mentor (TM) to assist them with the writing, implementation, and monitoring of the APs.</p>	<p>2. Level 1 Strong Evidence: “The ILP research studies by NCWD/Youth and our partners indicate that ILPs show promise as an effective strategy for delivering quality career development opportunities that improve several student outcomes.” <a href="http://www.ncwd-youth.info/solutions/individualized-learning-plans/">http://www.ncwd-youth.info/solutions/individualized-learning-plans/</a> Curriculum Associates (2017). i-Ready efficacy: Research on i-Ready program impact. Retrieved from <a href="https://www.curriculumassociates.com/-/media/mainsite/files/iready/brochures/i-Ready-essa-research-brochure.pdf?la=en&amp;hash=4DAC173312B1710081DE3D14E028A487">https://www.curriculumassociates.com/-/media/mainsite/files/iready/brochures/i-Ready-essa-research-brochure.pdf?la=en&amp;hash=4DAC173312B1710081DE3D14E028A487</a> Fulton Independent School (Carr Elementary) will be using school improvement funds to purchase and implement the i-Ready Math and Reading Diagnostic and Instruction program with our students in grades K-5. The study cited above was reviewed by our leadership team who made the recommendation to select this intervention for math and reading. Members of the leadership team and turnaround team also sought out other schools using this program in order to get feedback about the program. This study used an experimental study design and a large effect size for the population. The effect sizes from this research study met or exceed the standard for “large” effect sizes using Cohen’s d method</p>	<p>2. GSSP Acceleration Plans will be monitored by teachers quarterly and evidenced by student gains within local assessment data (iReady, Edgenuity, AR, etc). Students gaining more than .25% of a school year’s worth of growth during a quarter will be considered successful and meeting the goal of this strategy.</p>	<p>and recovery, and/or academic enrichment. 594.00/hour x 3/hour per course = \$1,782, 8 graduate courses = \$14,256 Professional Consultant for PD and DEIB \$21,072.50 2. iReady, \$31,634.88 Mastery Prep (paid through Gear Up Grant) Professional Development Stipend (Writing APs / ILPs) for presenter \$500 x 3= \$1,500 Teacher Mentors Stipends \$11,000 x 3 years = \$33,000 &amp; Stipend Fringes included in staff cost of page 3)</p>

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			<p>for quantifying differences between groups with an overall effect size of .36 in ELA and an overall effect size of .43 in mathematics. The research group mirrored student characteristics similar to those in our school such as minorities and disability students. Results are considered statistically significant by What Works Clearinghouse if the p-value is less than five percent (<math>p &lt; .05</math>). All calculated p-values for this analysis were significant at the <math>p &lt; .05</math> level for all grades and subjects, and were significant for nearly all grades and subjects at the <math>p &lt; .0001</math> level. This intervention will be implemented as an intensive intervention strategy designed to help students catch-up to their peers in math and reading. Students will complete the i-Ready Diagnostic at the beginning (August), the middle (December) and the end (May) of the academic year. We will use benchmark assessments to determine RTI tiers. The intervention piece will determine deficits and strength areas for students. Once that piece is completed RTI groups will be formed and students will complete online modules to help close the gap. The program will take that information and assign standards to teachers for review based on students' needs. Students must spend a minimum of 45 minutes per week on the modules. Students that score above grade level will be assigned extension activities through i-Ready. The second assessment will allow teachers to set goals for students and</p>		<p>Accelerated Reader, \$2,955</p>

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	<p><b>3.</b> Acceleration &amp; Learning Loss Platforms for student usage</p>	<p>3A. Students needing enrichment and advanced studies and courses will be able to enroll in a variety of Edgenuity and/or APEX courses. APEX will be phased out during the fall of 2021. 3B. Students who need remediation or credit recovery will use Edgenuity and/or APEX to take needed courses during</p>	<p>increase rigor. In order to do this, Chrome Book carts will be provided to each classroom in grades k-5 for the implementation of this program. Based on our review of the evidence containing notification that this program is Level 3 evidence, we feel that it will be beneficial for our students. i-Ready Instruction research showed evidence of promoting greater student learning gains. The significance of the findings provides support for i-Ready as a program that meets the criteria for ESSA Level 3: Promising Evidence.</p> <p>3.To view all Apex Learning ESSA-aligned efficacy studies, visit: <a href="https://www.apexlearning.com/resources/efficacy-studies">https://www.apexlearning.com/resources/efficacy-studies</a>. Edgenuity (used during the 2021-2022 school year) announced that its Pathblazer solution was found to meet the highest level – Tier 1 “strong” evidence – of efficacy in improving student achievement in reading for grades three to five, as outlined by the Every Student Succeeds Act (ESSA). PRACTICE: Professional Learning Communities using the Dufour PLC at Work model Vescio, V., Ross,</p>	<p>3. Progress monitoring will be completed by teacher teams monthly and quarterly during PLC meetings. This will be held in the data rooms. A goal of 80% of students on grade progress will be made at the end of the 2022, the 2023, and the 2024 school year.</p>	<p>3. Edgenuity General Fund APEX \$8,000 x 3 years = \$24,000 PLC meeting materials and refreshments \$6,000 General Fund</p>

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		<p>school hours, before/after school tutoring, or in the Summer Ignite programs.</p>	<p>D., &amp; Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. <i>Teaching and Teacher Education</i>,24(1), 80-91. doi:<a href="https://doi.org/10.1016/j.tate.2007.01.004">https://doi.org/10.1016/j.tate.2007.01.004</a> The study cited above was reviewed by our leadership team and turnaround team who made the recommendation to select Dufour’s Professional Learning Communities at Work as our model for job-embedded teacher learning to ensure high level learning for all students. This review of research focuses on ten American studies and one English study on the impact of PLCs on teaching practices and student learning. The studies for the review came from the ERIC and EBSCO databases and were published between 1990 and 2005. The studies addressed the questions of impact on teaching practice and on student learning. All eleven studies cited empirical data suggesting a change in professional culture. Eight of the studies indicated evidence of increases in student achievement. In one study of three struggling elementary schools, state-wide standardized test scores rose from 50% to 75% Proficient. In another study of a rural elementary school, of a four year period, students’ performance rose from 50% performing at grade level to more than 80% performing at grade level. A third study reports that at “both levels assessed (second and third grade), struggling African</p>		<p>4. Certified Staff pay: 14 Teachers x 20 days (\$200/day) Pay = \$56,000 x 3 years (2022, 2023, 2024) = \$168,000 7 Classified Employees (\$100/day x 20 days = \$2,000) = \$14,000 x 3 years (2022, 2023, 2024) = \$42,000 Fringe Benefits: FICA Contributions for Classified Staff for 3 years of Summer Ignite (\$42,000 x 0.062 = \$2,604 Medicare Contribution for Classified Employees working Summer Ignite Programs</p>

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			<p>American students in the target school increased their achievement significantly more than comparable schools in the same district.” (Hollens et al. 2004) This study reports a gain of 28% overall gain in second grade students at the target school with a 12% overall gain districtwide. The vetted studies reviewed clearly show a positive impact on teacher practice and student achievement. The Dufour PLC at Work model will be utilized districtwide to provide job-embedded professional development to Fulton Independent Schools’ teachers in the areas of standards, instruction, assessment and data analysis. Teachers will be involved in PLC work in deconstructing the new Kentucky Academic standards to create curriculum maps, pacing guides and unit plans. PLC work will also include assessment and data analysis protocols, guided reading and math strategies and book studies. Teachers will utilize data rooms to analyze data to improve teaching practice and increase student learning. Based on our review of the evidence of this study, we feel that the Dufour PLC at Work model will be beneficial by having a positive and measurable impact on teacher practice and student achievement. The findings in this study review provide support that meets the criteria for ESSA. Level III Evidence</p> <p><a href="https://www.edgenuity.com/edgenuitys-pathblazer-meets-essa-tier-1-evidence/">https://www.edgenuity.com/edgenuitys-pathblazer-meets-essa-tier-1-evidence/</a></p>		<p>(\$42,000 x 0.0145= \$609            Medicare Contribution for Certified Employers working Summer Ignite Programs            (\$168,000 x 0.0145= \$2,436)            KTRS contribution for Certified Employees working Summer Ignite Programs            (\$168,000 x .16105 = \$27,056.40            CERS for Classified Employees Summer Ignite            (\$42,000 x 0.2695 = \$11,310)            Unemployment costs for Classified Employees</p>



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	<p>4. Summer acceleration will be provided to students in grades Kindergarten through 12 each summer for 3 years (2022, 2023, 2024). Learning loss will be addressed through acceleration, engagement, and social emotional learning strategies.</p>	<p>4. Summer Ignite is the name of the summer acceleration program at FIS. This program will run for a minimum of 4 weeks and a maximum of 6 weeks during the summer months. All grades will be taught by certified staff and include acceleration, engagement, and SEL age appropriate strategies that address learning loss.</p>		<p>4. Acceleration Plans will be monitored by teachers quarterly and evidenced by student gains within local assessment data (iReady, Edgenuity, AR, etc). Students gaining more than .25% of a school year's worth of growth during a quarter will be considered successful and meeting the goal of this strategy. Pre and Post Summer Ignite testing will be done using local assessments (iReady, Engenuity, Mastery Prep).</p>	<p>working Summer Ignite Programs (\$42,000 x 0.01 = \$420)                      Unemployment costs for Certified Employees working Summer Ignite Programs (\$168,000 x 0.01 = \$1,680)                      Diesel Fuel for Student Transportation to and from Summer Ignite (2022 - \$4,000, 2023 - \$4,200, 2024 - \$4,300) = \$42,523.29                      Field Trip admission ticket costs \$12,979.50                      Snacks &amp; Refreshments \$6,000 Food Service                      Clear Touch TVs in nine classrooms</p>



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	<p>5. Emotional well-being is a very important issue that we must address. The COVID-19 pandemic caused, fear, stress, depression, and anxiety among our students. They grieved friends and family members. The need for a school social worker is evident as students return to in-person school.</p>	<p>5. A school social worker will be employed for 220 days to provide counseling services for students experiencing trauma.</p>	<p>5. In an era of fiscal constraint and increased accountability, consistent perceptions of the expectations, means of funding, and reporting of outcomes between administrators and school social workers is vital. School social workers and school administrators in four school districts in Minnesota were surveyed regarding outcomes expected as a result of school social work services as well as the sources of funding for these services. Both administrators and school social workers reported that increasing school attendance and decreasing discipline problems were the most important outcomes. Data on rate of discipline problems and attendance were most commonly used by school social workers to demonstrate the effectiveness of their services. School Social Work Outcomes: Perspectives of School Social Workers and School Administrators Lynn Bye, Melanie Shepard, Jamie Partridge, Michelle Alvarez Children &amp; Schools, Volume 31, Issue 2, April 2009, Pages 97–108, <a href="https://doi.org/10.1093/cs/31.2.97">https://doi.org/10.1093/cs/31.2.97</a></p>	<p>5. Behavior referrals made to office, <del>Terrace Metrics pre and posttest yearly</del> # of students seen by Mountain Comp Mental Health Counselors and School Social Worker each month</p>	<p>for instruction  <b>\$28,580</b>                      Copier Rentals  <b>\$15,052.01</b></p> <p><del>5. Social Worker Salary \$36,180 x 3 = \$108,540</del></p> <p><del>Social Worker Fringes Medicare Contribution (\$108,540 x 0.0145 = \$1,573)</del></p> <p><del>KTRS contribution (\$108,540 x .16105 = \$17,480)</del></p> <p><del>Unemployment (\$108,540 x 0.01 = \$1,085)</del></p> <p><del>Social Worker Student Supplies (\$2,000 x 3 = \$6,000)</del></p> <p><del>Total \$14,678</del></p> <p>Mountain Comp Mental Health Counselor Salary</p>

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	<p>6. HMH Into Social Studies, online virtual learning platform for use in the in-person classroom that will align social studies curriculum in grades 3-12 with electronic textbooks, virtual field trips, and inquiry based learning.</p>	<p>6. The inquiry-based approach of HMH Social Studies asks every student to dig into history and ask detailed questions. Students learn to think critically, draw conclusions, and support those conclusions with evidence—the same skills they’ll use in college and throughout their careers.</p>	<p>6. Program: Houghton Mifflin Harcourt Into Social Studies Houghton Mifflin Harcourt Into Social Studies: An Efficacy Study (Vol. 564, Rep.). (2018). Educational Research Institute of America. The study cited above was reviewed by the leadership and turnaround teams and recommended Into Social Studies to use as our primary social studies curriculum in grades 3-5 in order to address social studies content effectively. The design of the study called for the implementation of the HMH Into Social Studies program for grades 2 and 5 students during the 2017-2018 academic year. A total of 35 teachers from 11 schools in 6 different states were included in the study. Nine of the schools had at least 1 2 nd grade and 1 5 th grade teacher participating. Student demographics included were and average of 36% non-Caucasian (compared to an average 48% nationwide) and 51% free and reduced lunch (compared to an average 48% nationwide). (HMH 2018). The second grade study included 380 students. Two equal groups of 190 students were determined lower and higher performing groups. The effect size of the study (Cohen’s d) indicated a statistically significant effect of .97 and is classified as large. In comparing lower and higher performing groups, the lower</p>	<p>6. Pre/Post assessments per lesson and/or unit plus benchmark assessments</p>	<p>\$30,000 x 2 = \$60,000</p> <p>6. HMH Into Social Studies for Middle School grades 3-12 \$9,000</p>

How will **Fulton Independent School** use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions and how will **Fulton Independent School** 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?

Objective	Strategy	Activities	Relevant Citations	Progress Monitoring	Funding
			<p>performing group had an effect size of 1.465 and the higher performing group had an effect size of .796. The average scores of the tested students increased at a statistically significant level of on Hattie’s work on influences on achievement, the Into Social Studies curriculum focuses on a fully interactive, student-centered teaching model (Hattie influence effect size 0.54). This model allows students to use analytical thinking while incorporating 21 st century technology skills. Hands-on projects with each lesson will foster creativity, extend learning and encourage classroom discussion (Hattie influence effect size 0.82 classroom instruction). HMH Into Social Studies will replace our current social studies curriculum in grades 3-12. Our current curriculum is seriously outdated. Our K-2 teachers will continue teaching social studies through their integrated literacy curriculum, Reading Street. Social Studies teachers will also receive high quality professional development in order to effectively use the curriculum. This will allow our teachers to better align our curriculum with the Kentucky Academic Standards to increase student achievement. Based on our review of the evidence in these studies, we feel that HMH Into Social Studies meets the equivalent of ESSA Level III: Promising Evidence and will increase student achievement.</p>		

**How will **Fulton Independent School** spend the remainder of its funds?**

Activities/Expenditure	Funding
<p>Describe the “other” expenditures outside of direct student services that the district will use ESSER/ARP funds for.</p>	<p>List the funding amounts for each activity/expenditure.</p> <p>\$1,233,538 ARP ESSER Funds</p> <p>\$200,000 TVA Grant</p>
<p>Replacement of original roof (that was built in 1972 and must be replaced in order to support the new HVAC air purifying system) in conjunction with new HVAC system for prevention of viral infection and providing clean air</p>	<p>Architect/Engineer \$78,768.81</p> <p>Building repairs \$114,394.50</p> <p>Construction Services \$400,000</p> <p>Other repairs and maintenance – concrete repaired on handicap accessible entrance at FHS (\$7,875)</p>
<p>Indirect Cost \$364,413.24</p>	<p>Telephones \$10,390</p> <p>Lawn Care for in-person school \$42,500</p>
<p>Total</p>	<p>Reimbursement of Prev Year \$223,779.57</p> <p>Other Equipment for Roof \$1,360,215.53</p>

How will **Fulton Independent School** spend the remainder of its funds?

Activities/Expenditure	Funding
	<p data-bbox="513 464 776 500">\$508,251.70 473GL</p> <p data-bbox="513 500 806 535">\$2,589,944.30 473G</p> <p data-bbox="513 573 763 609">3,098,196.00 Total</p>