

# Pikeville Independent ARP ESSER Plan

The following information outlines how the district will use its ARP ESSER funds.

**Part 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 school.**

The district will adhere to Centers for Disease Control and Kentucky Department of Education recommendations as well as update plans in accordance with guidelines as those are revised along with consulting with our local health department officials using data from our local area. We are committed to staff and student health as we return to school. To continue to mitigate the effects and reduce the spread of COVID-19, we will utilize funds to implement the practices and protocols below. We will continually monitor and evaluate the effectiveness of each of these practices and will adjust as needed.

- Students benefit from in-person learning, and safely returning to in-person instruction in the fall of 2021 is the highest priority for all stakeholders.
- The district will continue to purchase personal protective equipment (PPE) and additional cleaning supplies as needed.
- Extra staffing will be needed due to on-going cleaning during the school day and sanitization during non-instructional hours.
- By adding additional buses and additional bus routes to the schedule we will be able to meet the needs above, having less students and staff on buses at any given time.

**Part 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;**

The district will utilize funds to address the academic impact of lost instruction time through evidence-based interventions. The information below details how Pikeville Independent Schools will address to mitigate the impact of lost instructional time, the evidence-based interventions, as well as a rationale explaining how our district will implement each evidence-based intervention. We will continually monitor and evaluate the effectiveness of these interventions and will adjust as needs may change.

- The district will support the schools in providing summer school options for students with credit recovery, enrichment programs and intervention for students considered at risk. Students will be provided with additional support and the opportunity to improve on skills that are not on grade level.
  - What Works Clearinghouse (February 2013). WWC Review of the Report “Summer School Effects in a Randomized Field Trial” Institute of Education Sciences. <https://files.eric.ed.gov/fulltext/ED539276.pdf>
  - Betebenner, D.W., & Wenning, R.J. (January 2021). Understanding Pandemic Learning Loss and Learning Recovery: The Role of Student Growth & Statewide Testing. Center for Assessment. <https://files.eric.ed.gov/fulltext/ED611296.pdf>

- Alexander, K., Pitcock, S., & Boulay, M. C. (Eds.) (2016). The summer slide: What we know and can do about summer learning loss. New York: Teachers College Press. Retrieved from <https://eric.ed.gov/?&id=ED572666>
- Kim, J. S., & White, T. G. (2011). Solving the problem of summer reading loss. *Phi Delta Kappan*, 92(7), 64–67. Retrieved from [https://scholar.harvard.edu/files/jameskim/files/prof\\_pub-pdk-white-2011-summer\\_loss.pdf?m=1368105328](https://scholar.harvard.edu/files/jameskim/files/prof_pub-pdk-white-2011-summer_loss.pdf?m=1368105328)
- The district will use funds for extending tutoring availability and interventions for reading and math at both schools. Through our gathering of information from stakeholders, reading and math were listed as top concerns when it came to academic impact of lost instruction time.
  - Foundation for Excellence in Education (October 2020). Leveraging Tutors to Stem Learning Loss. <https://files.eric.ed.gov/fulltext/ED609282.pdf>
  - Allensworth, E., & Schwartz, N. (June 2020). School Practices to Address Student Learning Loss. EdResearch for Recovery. <https://files.eric.ed.gov/fulltext/ED607662.pdf>
- The district has found a need to upgrade technology equipment in classrooms to ensure students have access to state of the art technology for a creative and engaged learning environment while becoming work ready in the area of technology competency. Funding will be used to address these areas to help provide teachers and students with the resources needed to work virtually as needed. Also, equip special education teachers with technology (i.e., iPads) for use with special education students. Technology is for use inside and outside of the general education and resource classrooms to help create opportunities and promote communication for students with disabilities.
  - Corry, M., & Carlson-Bancroft, A. (2014). Transforming and turning around low-performing schools: The role of online learning. *Journal of Educators Online*, 11(2). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1033256.pdf>
  - Borup, J., West, R. E., Graham, C. R., & Davies, R. S. (2014). The Adolescent Community of Engagement Framework: A framework for research on adolescent online learning. *Journal of Technology and Teacher Education*, 22(1), 107–129. Retrieved from <https://www.learntechlib.org/p/112371/>
  - Davidovich, R. Y. (2019, November 1). Use of iPads in the Education of Children with Autism-Spectrum Disorder. <https://files.eric.ed.gov/fulltext/EJ1235346.pdf>
  - Quick, N. (n.d.). Using ipads to Improve Academic Gains for Students with Disabilities. <https://scholarworks.rit.edu/cgi/viewcontent.cgi?article=1005&context=eatc>
- The use of high leverage practices and updated curriculum materials will be used as an evidence-based intervention. The district will purchase updated materials for reading/writing and other areas that are lacking updated resources. Training will be provided in effective implementation of resources.

- TeachingWorks Resource Library. High-Leverage Practices. <https://library.teachingworks.org/curriculum-resources/high-leverage-practices/>
- To evaluate resources/curriculum the district will use <https://www.edreports.org>, [IES WWC What Works Clearinghouse](#), and [Evidence for ESSA](#) to help in guiding us in our decision.

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

The district will continually monitor and evaluate data to determine needs of the students and teachers. We will adjust as needed as we continue into the next school year. The following items are how the district will use the remainder of its ESSER funds.

- Funding will be used for class size reduction at the Kindergarten level. Due to the pandemic, we anticipate a greater number of students not being Kindergarten ready. Providing an additional teacher will help lower numbers and assist teachers in addressing students' individual needs.
  - Kim, J. (2006/2007). The relative influence of research on class-size policy. *Brookings Papers on Education Policy*, 273-295. <https://muse.jhu.edu/article/214679>
  - Glass, G.V., & Smith, M. (1979). Meta-analysis of class size and achievement. *Educational Evaluation and Policy Analysis*, 1(1), 2-16. <https://journals.sagepub.com/doi/abs/10.3102/01623737001001002?journalCode=epaa>
- The need for expanding opportunities for students with our local colleges has been expressed. The district will work with local colleges to increase the number of options for our students in the career and technical field. Funding will be used to help address added expenses.
  - Worzniak, C., & Palmer, L.B., (March 2013). Stakeholder Perceptions of Barriers and Solutions to Significant Expansion of Postsecondary Enrollment Options for High School Students. *International Journal of Education Policy & Leadership*. Volume 8, Number 2. <https://files.eric.ed.gov/fulltext/EJ1006557.pdf>
  - Smith, S. E. (2012). The Impact of Career and Technical Education Programs on At-Risk Secondary Students. Walden University. ProQuest LLC, Ed.D. Dissertation. <https://www.proquest.com/docview/1282654737?accountid=66815>
- Due to the continued uncertainty of COVID, our district will provide a virtual academy option for those students and families that do not feel comfortable coming back to in-person instruction. Funding will be needed for staff and resources.
  - Vaughan, T. (2020). The Little Edgenuity that Could. *Distance Learning*, V17 N3 p33-37. <https://eric.ed.gov/?q=edgenuity&id=EJ1286773>

Part 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.

The district will continually monitor and evaluate data to determine the effectiveness of the interventions and resources used to address the academic impact of lost instructional time. Adjustments will be made as needed based on the information. The district is providing additional counseling services to focus on the social, emotional, and mental health needs of all students and staff.

#### Part 5: Budget

Detailed budget will be attached to plan after completed in GMAP which is due August 31<sup>st</sup>.

#### Part 6: Summary of how the LEA engaged in meaningful consultation with stakeholders to determine the focus of the plan.

The creation of this plan came from data analysis of various components of our school district. We met with our district staff (including administration, certified, classified both union and non-union) to gain insight into what needs have been revealed due to the pandemic. Staff shared intervention to target reading and math grades K-12 as one of the highest priorities. Additional needs addressed during meetings were technology upgrades for teacher workstations due to the increased need of blended and distance learning along with more devices for students. Other areas mentioned as concerns are extended days for daytime/afterschool ESS, social-emotional learning resources, summer school, enrichment camps, access to programs/resources to help with distance learning/blended learning (Edpuzzle, Screencastify, Flocabulary, etc.) and reduced class size (Kindergarten). We utilized surveys throughout the 20-21 school year to gain insights from parents, students, local businesses, and community groups. The community, parent, and student survey indicated that they would like a focus on student safety with the pandemic plus exploring career and technical education opportunities with local community college.

