American Rescue Plan Act *Elementary and Secondary Emergency Relief Fund (ARP ESSER)
LEA Plan for ESSER III Funds

East Bernstadt Independent School District

East Bernstadt, Kentucky

ESSER III PLAN

INTRODUCTION

On March 11, 2021, the American Rescue Plans (ARP) Act was signed into law. In it, the U.S. Department of Education is providing an additional $121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER III Fund). This legislation wi ll award grants to state educational agencies (SEAs) for providing local educational agencies (LEAs) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

This plan describes how East Bernstadt School District will provide the safe return to in -person instruction and continuity of services for the school.

Overview

A district's plan must include how funds will be used to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE). Specifically, ARP ESSER funds may be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line w ith guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff. For information refer to East Bernstadt's "Healthy at School Plan" on the East Bernstadt School website.

Committee Members for Planning

Name	Position on Committee
Vicki Jones	Superintendent
Susan Elza	Principal
Amy Brown	Finance Officer
Mike Burns	District Technology Coordinator
Cristin Chadwell	Preschool Coordinator and Transportation Director
Donna Frankowski	Special Education Teacher
Curtis Storm	Middle School Teacher
Jessica Smallwood	Elementary Teachers
Marcella Hensley	Food Service Director
Danny Yount	Custodian
Sheila Cochrane	PTO Parent
Reghan Hedrick	FRYSC Director

Data Used for Planning:
- ➢ FRYSC Survey
- ➢ Title I Survey
- ➢ ESSER III Funding Survey
- ➢ Student Data (MAP Benchmark, Formative Classroom Assessment, iReady, etc.)

Description of Processes Used for Planning the Application:
- ➢ Superintendent/principal met with staff to determine grade level needs.
- ➢ Collaborated with PTO for input regarding student needs.
- ➢ Survey released to students, parents, and staff; survey input solicited
- ➢ District leadership analyzed stakeholder recommendations and developed district-level recommendations
- ➢ Recommendations shared with district ESSER committee for feedback , comment, refinement
- ➢ Plan continues to be revised as additional feedback and district needs become evident
  Meaningful consultation occurred throughout the data collection, surveys and meetings. The Superintendent and principal met in PLC groups with stakeholders to determine needs based on input from various staff members. Data was reviewed to look at school needs and

individual student needs. Subgroup population data was also gathered to provide information. Data on groups of historically underserved students such as English Learners, homeless students, foster children, and low socio economic groups was specifically analyzed and discussed. The coordinators of these groups gave input on how to address the needs of these students to decrease learning loss and address the unique needs. The ESSER III Committee considered the unique needs of these students to ensure they were offered the services and materials to ensure their success. We met with PTO to get input from the parent organization. They helped to make recommendations from the parents and students. The surveys were presented for students, parents, staff, teachers, community members, and any other interested parties. The ESSER III Funding Survey was on the website for any interested parties to complete. Data was collected from various sources and presented to the ESSER III committee to help guide the decisions. We reached out to KEA and KAPE through their members and their regional offices to ask for input. No Civil Rights Groups have organized offices in our areas so this group was not represented in our data collection. All feedback from the various stakeholders were reviewed during the ESSER III Committee Meeting. Input from the stakeholders was prioritized and the plan below was developed to best utilize the funds to meet the needs of our students and school.

Prioritize/Other Outcomes/Decisions Made for the Spending of the Funds:
➢ Intervention support positions to address learning loss
➢ Family support for reentering students for in-person instruction
➢ Instructional materials/programs/software to provide resources in addressing learning loss
➢ Professional Development K-8
➢ Summer Learning for K-8
➢ Social Emotional Learning for all students
➢ Facility improvements and mitigations reducing COVID spread

Addressing the Instruction/Academic Learning Loss *20% of total budget will be spent on learning loss

Instructional Activities	Responsible Parties	Timeline	Estimated Costs	Desired Outcomes	Monitoring (A-achieved; C-continue;R-revise)
After school tutoring will be offered to all students who show a gap in learning.	Principal/Teachers	Summer 2022, 2023 and Summer of 2024	$10,000.00	Reduce the number of at-risk students and improve overall academic results for student's at all grade levels and subgroups. Data will be reviewed to evaluate the impact of student learning.	C
Provide additional instructional support personnel to target at risk students	Principal/Teachers	August 2021 to May 2024	$377,117.00	Reduce the number of at-risk students and improve overall academic results for student's at all grade levels and subgroups. Data will be reviewed to evaluate the impact of student learning.	C

Purchase additional Chromebooks and software for acceleration of students for learning during the school year and for after school tutoring (e.g., Reading Plus, iRead, iReady, IXL, Education Galaxy, etc.)	Principal/District Technology Coordinator	August 2021 to May 2024	$157,500.00	Increase student engagement to enhance instruction and promote mastery of standards.	C
Purchase supplemental Instructional materials to target subgroup populations and at-risk students (e.g. Reading Mastery, Simple Solutions, etc.)	Principal/Federal Program Coordinator	August 2021 to May 2024	$35,000.00	Ensure all subgroup population and at-risk student needs are addressed to prevent learning gaps.	A
Professional Development	Principal/Teachers /Staff	August 2021 to May 2024	$5,000.00	Ongoing professional learning addressing individual professional needs equipping teachers with skills and knowledge to yield high-impact instructional strategies.	C
Substitute Teachers and substitute classified personnel	Principal	August 2021 to May 2024	$14.548.00	To provide continued instruction during times staff is out due to pandemic to improve overall academic results for student's at all grade levels and subgroups. Data will be reviewed to evaluate the impact of student learning.	C

Citations of Evidence:
1. Reading Mastery
2. Reading Plus
3. Direct Instruction
4. Into Math
5. Into Reading
6. iRead
7. iReady
8. Ky Multi-Tiered System of Supports

9. Rothman, T., & Henderson, M. (2011). Do school-based tutoring programs significantly improve student performance on standardized tests? *Research in Middle Level Education Online*, *34*(6), 1–10. Retrieved from http://files.eric.ed.gov/fulltext/EJ925246.pdf
10. Dietrichson, J., Bog, M., Filges, T., & Klint Jorgensen, A. (2017). Academic interventions for elementary and middle school students with low socioeconomic status. *Review of Educational Research*, *87*(2), 243–282. Abstract retrieved from https://eric.ed.gov/?id=EJ1133345
11. Gutierrez, Jr., A. J. (2011). *Match tutors: The research base for the effectiveness of tutoring*. Oakland, CA: Achieve Learning and Resource Center. Retrieved from http://achievelearning.org/assets/documents/research_basis_for_tutoring.pdf
12. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed For Quick Review, 77*(6), 47–52. Retrieved from https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf
13. Simple Solutions
14. Professional Development

Social/Emotional and Behavioral Issues

Social and Emotional Well-being Services.	Responsible Parties	Timeline	Estimated Costs	Desired Outcomes	Monitoring (A-achieved; C-continue;R-revise)
Provide training in behavioral strategies	Counselor/FRYSC Coordinator	August 2021 to May 2024	$10,000.00	Reduce the number of at-risk students and improve overall academic results for student's at all grade levels and subgroups. Data will be reviewed to evaluate the impact of student learning.	C
Instructional Field Trips	Principal/Teachers	August 2021 to May 2024	$3,000.00	To help promote social development and cognitive development by taking field trips where students experience social interactions.	C

Citation of Evidence:
1. Second Step
2. Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. *The Future of Children*. Retrieved from https://eric.ed.gov/?id=EJ1144819
3. Perry, M. L. (2017). A school counselor's guide to promoting a culture of academic success. *Georgia School Counselors Association Journal*, *25*, 48-59. Abstract retrieved from https://eric.ed.gov/?id=EJ1178334

Family Support for Reentering Students for In-person Instruction

Family Support Activities	Responsible Parties	Timeline	Estimated Costs	Desired Outcomes	Monitoring (A-achieved; C-continue;R-revise)
Provide needed supplies for students (e.g., school supplies, PPE, clothes, personal hygiene supplies)	Counselor/FRYSC Coordinator/Community Partners	August 2021 toSeptember 2024	$3,000.00	Bridge the gap between home and school and provide resources for families.	C
Parent Information, Engagement and Communication Meetings Supporting Student's Academic Success and reduce non-academic barriers (e.g., attendance, socio-economic needs, etc.)	Counselor/FRYSC Coordinator	August 2021 to May 2024	0	Bridge the gap between home and school and provide resources for families.	A

Citation of Evidence:
1. Family Engagement Strategies

Facility improvements and mitigations reducing COVID spread

Facilities	Responsible Parties	Timeline	Estimated Costs	Desired Outcomes	Monitoring (A-achieved; C-continue;R-revise)
Replacement of HVAC units	Maintenance	By 2023	$110,000.00	Improve indoor air quality in learning environments	A
Updates to district facilities	Maintenance	By 2023	$35,832.00.00	Improved safety and learning environments with installation of HVAC software controls, Moving the network location, and continued repairs and maintenance of HVAC.	C
Reduce risk of virus transmission by	Maintenance	By 2023	$148,168.00	Reduce the spread of COVID-19 and promote a life-long healthy lifestyle.	A

expanding physical education areas and reduce opportunities to congregate					
Purchase new machines for cleaning of building and sanitation products for disinfecting	Maintenance	By 2024	$29,000.00	Reduce the spread of COVID-19	C
Purchase a new phone system for improved communication with families and between teachers.	Maintenance	By 2023	$30,000.00	Improve the safety and learning environment of the school.	A
Hire an additional person in IT to help set up new Chromebooks and install new software	maintenance	By 2024	$10,000.00	Improve the online learning for students who may be out due to the pandemic.	C

*This plan will continue to be updated and revised based on the impact of COVID-19 pandemic.