

Graves County Schools ESSER/ARP Plan

Summary of Plan's Construction (Meaningful Consultation)

A ESSER/ARP Plan survey was developed and distributed to Graves County students, families, school and district administrators, educators, civil rights organizations, and stakeholders representing the groups of children from historically disadvantaged groups, the Graves County Education Association (professional organization that represents the largest share of educators in our district), and our community at large. The survey was accessible via email, social media, district website, and print copies were made available at local sites (schools and the G.C. Board of Education) to gather feedback in regards to the ESSER/ARP fund allocations. An informational 'all-call' announcement was sent via phone to stakeholders to bring awareness to the survey and direct them to various means of access. A spanish version of the ESSER/ARP survey was designed and made available to reach our hispanic population. All methods were built with the intent to consult feedback from our stakeholders. Results of the consultation identified three top areas to collect resources: addressing learning loss, instructional technology, and instructional activities for short and long-term school closure. The feedback was shared with the Graves County Board of Education for consideration in guiding the creation of our ESSER/ARP Plan to best meet the needs of our students .

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
<p>Graves County Schools 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>	<ol style="list-style-type: none"> 1. Continue to work with our local health department regarding contact tracing and potential quarantines. 2. Share information on vaccination opportunities for those interested in getting a COVID-19 vaccine. 3. Continue to ask employees and students to screen themselves for fever or other COVID-19 related symptoms. 4. Ask employees and students to stay home if they have a fever or other COVID-19 related symptoms or if they have come into contact with someone that has COVID-19. 5. Continue with cleaning and disinfecting of all facilities daily. 6. Promote physical distancing where practical. 	<ol style="list-style-type: none"> 1. Utilize seating charts to track contact and minimize the number of potential quarantines 2. Vaccinations are available M-F at the local Health Department. School district will communicate the availability to the public. 3. Signage will be posted. Nurse will communicate with staff on regulations. 4. Communicate information to staff. 5. High touch surfaces will be cleaned regularly throughout the day. 6. Seating charts will be in place. Signage will also be posted to social distance.

- 7. Continue to utilize hand sanitizer stations placed throughout our buildings.
- 8. Teach and promote proper hand washing and respiratory hygiene.
- 9. Post signage in all facilities to encourage proper hand washing and respiratory hygiene.
- 10. Utilize seating charts to minimize the number of potential quarantines.
- 11. Students in isolation/quarantine will be accommodated. Students with an IEP will continue to receive accommodations.
- 12. Provide a virtual learning instructor.
- 13. PPE will be available.
- 14. Operate all schools on a standard schedule, on-site.
- 15. Not require masks in our buildings, but allow masks to be worn by any student or employee that wishes to wear one.

- Teachers will be advised to space students out when possible
- 7. District will provide sanitizer, and students will have access to washing their hands any time it is needed.
 - 8. Students will be taught proper techniques and asked to wash hands throughout the day. Signage will be posted to show proper handwashing.
 - 9. Signage will be posted in high-visibility areas.
 - 10. Seating charts utilized on buses and within classrooms.
 - 11. Case managers will ensure that accommodations are provided when students with IEP are in isolation/quarantined.
 - 12. Hire a virtual learning instructor

	<p>16. Require masks on school buses.</p> <p>17. Provide virtual instruction when necessary.</p> <p>18. Schools will have a designated area for the isolation of sick students with an ability to maintain adult supervision until the student is picked up by a parent, guardian or designee.</p> <p>19. Implement steps to improve air quality in buildings.</p> <p>20. Touchless water bottle filling stations in each school.</p> <p>21. All restrooms will be monitored often for adequate hand soap and towels or functioning hand drying devices.</p> <p>22. Hand sanitizer containing at least 60% alcohol will be used when soap and water are not readily available.</p>	<p>to accommodate circumstances where individual students need virtual instruction.</p> <p>13. PPE will be purchased by the district, and will be made available upon asking. Proper way of wearing PPE will be demonstrated for students if needed.</p> <p>14. Virtual options available on a case by case basis.</p> <p>15. Communicate that masks are not required but encouraged.</p> <p>16. PPE will be available</p> <p>17. Instructional delivery methods will adjust as needs arise.</p> <p>18. Each school building will have a designated room for students with symptoms. All staff will be made aware of the location. Proper sanitation</p>
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		<p>will occur after each use.</p> <ol style="list-style-type: none">19. Purchase air purifiers; repair/replace HVAC systems20. Schools provided with touchless water refills stations.21. Staff will monitor restrooms for proper sanitation.22. District will purchase hand sanitizer for all schools
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How will Graves County Schools use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions and how will Graves County Schools 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
<p>In order for Graves County Schools 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 standards be utilized.</p>	<ol style="list-style-type: none"> 1. Additional guidance counselors will be added to the district to help in responding to social, emotional and mental health needs of all students. 2. RTI consultant stipend created to coordinate intensive RTI efforts across the district. 3. Additional RTI teachers/staff hired to address learning loss. 4. Provide training and high quality resources in all core areas to address learning loss and gaps. 5. Provide evidence-based resources for multi-tier leveled student supports to address intervention and enrichment. 6. Provide high quality professional learning for instructional program implementations. 7. Assess and address student learning loss using 	<ol style="list-style-type: none"> 1. New and present guidance counselors will attend monthly for intentional review of individual student needs led by the district’s RTI consultant. 2. Create, organize, share multi-tier leveled student supports to RTI staff. 3. Staff trained and high quality resources provided for intervention to address student learning loss. 4. Provide resources and training for programs such as: math -Illustrative Mathematics and Simple Solutions reading - Sounds to Spelling Phonics, Heggerty and Secret Stories for Phonological Awareness; Scholastic News, Story Works, Scope, Simple Solutions, Accelerated Reader for Comprehension 	<p>1-3. National Center on Response to Intervention (2010). Essential components of RTI – A closer look at response to intervention. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention</p> <p>KyMTSS Framework</p> <p>4. Slavin, R. E., Lake, C., & Groff, C. (2008). <i>Effective programs in middle and high school mathematics: A best evidence synthesis</i>. Baltimore, MD: Johns Hopkins University, Center for Data-Driven Reform in Education.</p> <p>C3 Framework, DBQ Project</p> <p>AdvanceKY</p> <p>5. Pellegrini, M., Neitzel, A., Lake, C., & Slavin, R. (2021). <i>Effective programs in elementary mathematics: A best-evidence synthesis</i>. Baltimore, MD: Center for Research and Reform in Education, Johns Hopkins University.</p> <p>Stobaugh, R., Chandler, W. G., & White, C. (2015). High School Turnaround: A Case Study. In P. Epler (Ed.), <i>Examining Response</i></p>	<p>Progress monitoring of the plan’s implementation, rate of improvement and effectiveness will be coordinated through the following processes:</p> <ul style="list-style-type: none"> ● Administrator observations and evaluations ● DPP observations and evaluations ● District coordinator observations and evaluations. <p>Student assessment and progress monitoring data will be reviewed and evaluated utilizing the following tools:</p> <ul style="list-style-type: none"> ● STAR Data ● CBM Data ● Sonday System - placement screener and student progress ● From Sounds to Spelling - placement screener and student progress ● IXL - diagnostic placement and student progress ● Formative and Summative Assessments ● CERT Data ● MAP Data ● CASE Data <p>The rate of our students' academic improvement as evidenced by the data will inform the evaluation of our ESSER/ARP Plan's effectiveness. Stakeholders will examine areas with accelerated rates of growth, as compared to national norms, to assist in guiding our direct efforts for continuous improvement.</p>

	<p>reliable benchmark and progress monitoring tools.</p> <ol style="list-style-type: none"> 8. School/Community Liaison works in connection to student needs. 9. After-school tutoring available for students to support learning. 10. Provide travel opportunities to acquire meaningful professional learning. 11. Purchase, develop, implement, and monitor our online learning tools, hardware, curriculum, and management systems. 12. Increase enrichment and supplemental after school programs. 13. Hire instructional coaches for high need areas. 14. Host summer learning events/camps/enrichment 15. Curriculum development and training in the area of Social Emotional Learning. 16. Provide resources specifically designed for learning loss of English Language learners. 17. Supply school libraries with engaging materials to promote reading and remediate learning loss. 	<p>science - Elementary, Middle and High School teachers trained and provided science resources in HMH and OpenSciEd curriculum respectively.</p> <p>social studies - practitioner specialist developing curriculum and training teachers for district alignment of best practices.</p> <p>core areas - AP textbooks</p> <ol style="list-style-type: none"> 5. Provide resources such as: <ul style="list-style-type: none"> math - IXL (diagnostic and intervention/ enrichment tool) reading - Souday Systems and IXL ELA (diagnostic intervention/enrichment tools) 6. Procure effective trainers, consultants, and materials. 7. Utilize CASE, CERT, MAP, STAR and CBM assessments for benchmark and progress monitoring. 8. Liaison will work with district/school personnel and community resources to meet student needs. 9. Provide instructors, resources and training for after-school and in-school tutoring services. 	<p>to Intervention (RTI) Models in Secondary Education (pp. 223-249). Hershey, PA: IGI Global.</p> <ol style="list-style-type: none"> 6.Short, J., and Hirsh, S. (2020). The Elements: Transforming Teaching through Curriculum-Based Professional Learning. New York: Carnegie Corporation of New York. 7. McBride, J. (2020). Research Foundation for Star Adaptive Assessments: Science of Star. Wisconsin Rapids, WI 8. Howland, A. (2006). School Liaisons: Bridging the Gap Between Home and School. School Community Journal 16(2), 47-68. 9. Evidence Review The Transformative Potential of Tutoring. High Dosage Tutoring 10.Short, J., and Hirsh, S. (2020). The Elements: Transforming Teaching through Curriculum-Based Professional Learning. New York: Carnegie Corporation of New York. 11. Cheung, A., & Slavin, R. E. (2013). <i>Effects of educational technology applications on reading outcomes for struggling readers: A best-evidence synthesis.</i> 12. Abbe, A., Alberti, S., Kockler, R., Lane, J., et al. (2021). 2021 Summer learning & enrichment: 	
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		<p>10. Cover milage, meals, lodging and other related expenses in regards to travel for professional learning.</p> <p>11. Utilize current tools (ex: Schoology, Zoom, Chromebooks, Follett Management Software) and implement new technology when it best accommodates needs.</p> <p>12. Expand opportunities for students, for example - Project Lead the Way for middle school; career pathway exploration at all grade levels.</p> <p>13. Special education and RTI district level consultants hired to serve in specialized areas.</p> <p>14. Compensate staff and purchase materials to provide various opportunities for students to enrich their learning during the summer.</p> <p>15. Conduct Social Emotional Learning training for staff and continue developing curriculum/processes to meet student needs.</p>	<p>state guidance for district & school leaders. Council of Chief State School Officers. Washington, DC.</p> <p>13. National Center on Response to Intervention (2010). Essential components of RTI – A closer look at response to intervention. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention</p> <p>14 Abbe, A., Alberti, S., Kockler, R., Lane, J., et al. (2021). 2021 Summer learning & enrichment: state guidance for district & school leaders. Council of Chief State School Officers. Washington, DC.</p> <p>15. Zones of Regulation Anderson, S., Bartholow, B., Snow, J., Stratiner, M., Nash, J., & Jirikowic, T. (2017). Developing self-regulation in children with FASD using the Zones of Regulation. SIS Quarterly Practice Connections, 2(4), 5–7.</p> <p>16. Klein, A. Providing Differentiated Reading Instruction to Meet the Individual Needs of Students, Readinga-z.</p> <p>17. Lance, K. (2002). Impact of School Library Media Programs on Academic Achievement. Teacher Librarian, 29(3), 29-34.</p>	
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How will Graves County Schools spend the remainder of its funds?

Activities/Expenditure
<ol style="list-style-type: none"> 1. Hotspots for students without internet access. 2. Other student technology necessary for access to curriculum. 3. School transportation replacement of buses. 4. Resources for long and short-term school closure. 5. Additional funds will be spent on expenditures allowed by the KDE funding matrix.