

Boyd County Public School District ARP-ESSER III Plan

The formulation of the plan with use of feedback and data:

The creation of this plan came from data analysis of various components of our school district. We utilized a survey and discussion in the spring and again this fall to gain insight from all BCPS Staff and stakeholder groups (Including BEA members, Non-BEA members, Pritchard Committee, Civil rights organizations, historically disadvantaged groups, Certified and Classified staff). This survey was used to drive the immediate needs of our students. The results indicated a continues need for summer instruction along with a focus on social/emotional growth throughout the summer months and into the school year. Additionally, that same survey/discussion indicated a need for reading and math intervention services and instructional materials to help close any gaps created through inconsistent in-person instruction during the COVID-19 pandemic. We surveyed our local businesses, family members, students, and community groups in an effort to gain more long-term needs of the district. The survey indicated that close to 600 stakeholders responded. The top three concerns that stakeholders felt were facing the school district were student engagement, academic needs, and social-emotional/mental health support. Also, high on the list was building/facility upgrades. Stakeholders indicated that the district should use ESSER funds toward student learning materials/teaching resources (74%), academic interventions during the school day (58.5%), and to help decrease class size (46.5%). Technology needs and building/facility upgrades were also chosen at a high frequency on the survey.

Once a portion of the plan began to come together, Superintendent Boblett participated in a virtual forum led by the Prichard Committee to seek feedback and input from all stakeholders. This meeting was held virtually and attended by community members, another local Superintendent, and Prichard Committee members with a focus on how to use ESSER funds to best support students. This event was broadcasted live on social media for anyone to join and have the opportunity to participate in the chat. In addition, this plan was shared at a District Leadership Team Meeting and with district staff, including certified and classified staff. The plan will also be shared via the district's webpage and IC call notification. A member of the Pritchard Committee also presented to the Board of Education in the fall of 2022.

Our plan is detailed in the chart below and includes the following:

- **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.**
 - Extra staffing, cleaning supplies, mitigation tools, Health Services Assistants. The plan also gives specific guidance to stay healthy at school, which includes transportation, health, meals, visitors, and cleaning routines.
- **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.**
 - Funding of updated curriculum, tutoring, after school activities, technology resources, professional development in remediation strategies, reduced class sizes, and CTE expansion will all support students who have made minimal progress during the pandemic. Not only will these resources support their growth, but they will also engage them to return to school excited to learn.
- **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.**

- Our summer school/camp opportunities, jump start, and social/emotional programs will provide extended access to educational resources and offset the time on task that occurred during the long periods of NTI last year. The social and emotional aspects of learning will be supported via expansion of our mental health services, social and emotional health curriculum, soft skills curriculum, professional development of staff, and overall student engagement in the enjoyment of school as we prepare to return to a focus on students graduating with real world opportunities.

| Timeline | Strategy | Approx. Cost | Evidence Based Citation |
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| 2021-2024 | Select high quality K-5 intervention programs in the area of mathematical fluency that will support the work to be done to close student achievement gaps. | \$32,000 (Cost includes the purchase of the Reflex Math program for four elementary schools, math fluency kits for first grade teachers, math curriculum and instructional materials for intervention teachers) | <p>The Importance of Automaticity Development in Mathematics https://files.eric.ed.gov/fulltext/EJ1194585.pdf</p> <p>Fluency: Simply Fast and Accurate- I Think Not! https://www.nctm.org/News-and-Calendar/Messages-from-the-President/Archive/Linda-M_Gojak/Fluency_Simply-Fast-and-Accurate_-I-Think-Not!/</p> <p>Choosing High Quality Instructional Resources: KDE Reference https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf</p> <p>Why Materials Matter http://storage.googleapis.com/edreports-206618.appspot.com/impact/wmm/download/EdReports_WhyMaterialsMatter_100119_LR.pdf</p> <p>Marzano Resources: A Guaranteed and Viable Curriculum</p> |

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| 2021-2024 | Select high quality K-5 curriculum materials in the areas of science and social studies that align to standards, engage students, and drive the work that needs to be done to close student achievement gaps. | \$275,000 | <p>Choosing High Quality Instructional Resources: KDE Reference</p> <p>https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf</p> <p>Why Materials Matter</p> <p>http://storage.googleapis.com/edreports-206618.appspot.com/impact/wmm/download/EdReports_WhyMaterialsMatter_100119_LR.pdf</p> <p>Marzano Resources: A Guaranteed and Viable Curriculum</p> <p>https://assumptionbvmschool.org/portals/assumptionschool/CMAdmin/Marzano%20-%20%20Guaranteed%20and%20Viable%20Curriculum.pdf?ver=2018-01-22-094329-843 https://www.marzanoresources.com/resources/tips/!tips_archive/</p> |
| 2021-2024 | Hire additional instructional interventionists for each K-8 school to focus on gap closure and recoupment of | \$600,000 | <p>Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell’s Leveled Literacy Intervention system (LLI). Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: https://eric.ed.gov/?id=ED544374</p> |

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| | <p>knowledge/skills. Staff will be trained in remediation strategies and utilizing data to drive instruction in small group delivery. Staff will use evidence based resources. All data will be monitored by the school and district for full implementation and success.</p> | | <p>Kidron, Y., and Lindsay, J. (2014). The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review (REL 2014–015). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved from http://ies.ed.gov/ncee/edlabs.</p> <p>Research on Reading Recovery Program https://aasa.org/SchoolAdministratorArticle.aspx?id=15712</p> |
| 2021-2024 | <p>Expansion of Summer School Opportunities for Credit Recovery to include Middle School and High School. Additional certified staff at high school to meet the needs of students.</p> | \$100,000 | <p>Alexander, K., Pitcock, S., & Boulay, M. C. (Eds.) (2016). <i>The summer slide: What we know and can do about summer learning loss</i>. New York: Teachers College Press. Retrieved from https://eric.ed.gov/?&id=ED572666</p> <p>Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. <i>Journal of Staff Development</i>, 34(6), 46–49. Retrieved from https://learningforward.org/docs/default-source/jsd-december-2013/browne346.pdf?sfvrsn=2</p> <p>Kim, J. S., & White, T. G. (2011). Solving the problem of summer reading loss. <i>Phi Delta Kappan</i>, 92(7), 64–67. Retrieved from https://scholar.harvard.edu/files/jameskim/files/prof_pub-pdk-white-2011-summer_loss.pdf?m=1368105328</p> |
| 2021-2024 | <p>Employ a Health Services Assistant at each school who is supervised by our three school nurses. This position will assist our nurses in</p> | \$175,000 | <p>Basch, C. E. (2010). <i>Healthier students are better learners: A missing link in school reforms to close the achievement gap</i> (Research Review No. 6). New York: Campaign for Educational Equality, Teachers College, Columbia University. Retrieved from https://files.eric.ed.gov/fulltext/ED523998.pdf</p> <p>Centers for Disease Control and Prevention. (n.d.). <i>Health and academic achievement</i>. Atlanta, GA: Author. Retrieved from http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf</p> |

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| | identifying the health needs of our students. | | |
| 2021-2024 | Expansion of CTE opportunities and needed equipment upgrades to help existing programs. | \$75,000 | Education Longitudinal Study of 2002 (ELS:02), conducted by the National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education |
| 2021-2024 | Summer Learning Camps at each school to re-engage students and help them recoup from learning loss during the 20-21 school year. | \$150,000 | Alexander, K., Pitcock, S., & Boulay, M. C. (Eds.) (2016). <i>The summer slide: What we know and can do about summer learning loss</i> . New York: Teachers College Press. Retrieved from https://eric.ed.gov/?&id=ED572666 Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. <i>Journal of Staff Development</i> , 34(6), 46–49. Retrieved from https://learningforward.org/docs/default-source/jsd-december-2013/browne346.pdf?sfvrsn=2 |
| 2021-2024 | Employ a district Mental Health professional to assist school guidance counselors and students with individual mental health needs. | \$50,000 | Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/school-psychology-and-mental-health/comprehensive-school-based-mental-and-behavioral-health-services-and-school-psychologists |
| 2021-2024 | Smart Board and Document camera upgrades at four elementary schools. | \$190,000 | Bitner, N. & Bitner, J. (2002). Integrating Technology into the Classroom: Eight Keys to Success. <i>Journal of Technology and Teacher Education</i> , 10(1), 95-100. Norfolk, VA: Society for Information Technology & Teacher Education. Retrieved July 19, 2021 from https://www.learntechlib.org/primary/p/9304/ . |

How the LEA will spend the remainder of its funds:

Remaining funds may be utilized to offset regularly occurring expenditures to build our bonding capacity for the upgrade of school building facilities which were a common request from our community and staff survey responses. We plan to adjust our plan in the remaining years to address any additional student learning needs and equity issues that are exposed as a result of the learning gap created by the pandemic. <https://files.eric.ed.gov/fulltext/EJ810757.pdf>