McCreary County School District

ARP ESSER PLAN

Board Approved August 19, 2021

Yearly Review: October 17, 2024

The McCreary County School district will utilize ARP ESSER funds to further mitigate and prevent the spread of COVID-19 utilizing the guidance and strategies consistent from the Centers for Disease Control (CDC) and public health officials in Kentucky. The district will purchase masks, face shields, gloves, gowns, disinfectant, hand sanitizer, disposable items, signage and other materials as necessary to further prevent the spread of COVID-19 strains. This also includes protective equipment, individual items for classroom use that would otherwise be shared, additional furniture for effective spacing and materials for other measures as needed. All staff and students will be trained according to procedures in place for cleaning, handwashing, as well as bus, cafeteria and classroom expectations.

In response to lost instructional time, the district will provide additional tutoring before and after school, provide materials and manpower to reduce class size and provide flexible, fluid student grouping within the school day. Enhanced summer school initiatives will continue during each summer to provide remediation and enrichment activities for students in grades P-12. Many instructional materials, manipulatives and digital educational platforms have been and will continue to be purchased in order to reach diverse student needs. The district will adapt plans for virtual learning and be prepared for non-traditional learning if necessary due to the pandemic. Teachers and staff will be provided additional, embedded professional development and mentor supports. Additional professional development opportunities will be provided to staff when appropriate in efforts to enhance student engagement and differentiate instruction.

McCreary County Schools will also work on additional facility upgrades to improve air quality, and provide more efficient buildings. HVAC units, windows and doors will also be reviewed to ensure proper ventilation. Additional furniture needs for social distancing and teacher workspaces that are conducive to managing virtual delivery of lessons along with students physically in the classroom have been identified as a need. As part of our district facilities plan, the middle school expansion is the first priority. The student population of the middle school is growing beyond the current space during a regular school year, not taking into consideration the social distancing recommendations stemming from the COVID-19 pandemic. In order to properly socially distance and mitigate further spread, additional space is needed for students.

Outdoor seating options, recreational equipment, and adaptive items for special populations have also been identified as items that would enhance the students' educational experiences, provide fresh-air learning alternatives, and address many social-emotional struggles that

may have evolved from the pandemic. Further, additional counseling sessions and mental health sessions will be offered to both staff and students throughout the coming years. In a recent survey, topics were identified by a group of parents, teachers and the community. Coping with anxiety, positive behavior supports and grief support were among the topics that were requested/perceived as the highest need for our staff and students. Additionally, PBIS is still in Tier I status, therefore a focus on positive expectations with the rewards for meeting those expectations will provide positive interactions for both students and staff. Additional parent and family events will be scheduled at various times throughout the year in an effort to both address the social emotional needs of the school community, but also help parents/families help students learn and achieve goals.

The district is developing this plan in coordination with the McCreary County Advisory Committee, school/district administration, staff and students. The committee was formed by the district in an intentional effort to build partnerships with multiple members of the community. Specific representatives from various groups within the community were sent an invitation, as well as a public invitation for anyone interested to take part. The committee meets in person and virtually, as needed, to review specific plans that have required stakeholder input. Members include parents, business owners and managers, newspaper editor, advocacy group representatives, teachers, classroom aides, bus drivers, head start employees, higher education representatives, financial institution leadership, small business owners and students. Our goal was to reach out to as many groups that prepare and/or receive our students. Their perspectives have provided insight, and also align with surveys also provided to our community. They will work on reviewing the ARP ESSER Plan, Title I A plans, other federal plans, CDIP and others as needed.

Questions and comments may be addressed to Susan Tucker (Susan.Tucker@mccreary.kyschools.us)

McCreary County Schools ARP ESSER Plan Evidence Based Practices			
Area of Focus	**Evidence-Based Intervention**	**Research**	**Implementation Rationale**
Instruction	Professional Learning Communities	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf	PLCs will be used as an evidence- based intervention that ensures a focus on student learning and building a collaborative culture that is results driven. This practice will promote equity for students. Analysis of classroom level data will drive teacher reflection of their instructional practices. Some implementation strategies include more intensive training on the PLC process, modeling and developing expectations/norms.
	Formative Assessment	Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 92, 81-90. http://weaeducation.typepad.co.uk/files/blackbox-1.pdf	Formative assessment will be used as an evidence-based intervention specifically focused on interventions that provide information regarding student progress towards a measurable academic goal. Some implementation

			strategies include on-going training on strategies to use before, during, and after a lesson that provide information on student progress and to inform teaching and learning, teacher stipends for collaborative work leading to common formative assessments and analysis of those formative assessments, and mentoring new teachers' implementation.
	Student Engagement Strategies	Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., and Mooney, K. (2011). Measuring student engagement in upper elementary through high school: a description of 21 instruments. (Issues & Answers Report, REL 2011–No. 098). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/rel_2011098.pdf	
		Gould, E. (2011). Doing one thing (DOT) to increase student engagement: Increasing student opportunities to respond. *Link Lines,* Feb.-March. https://education.wm.edu/centers/ttac/resources/articles/challengebehav/stepupstudentengagement/index.php Haydon T., Macsuga-Gage A.S., Simonsen B., Hawkins R. Opportunities to respond: A key component of effective instruction. *Beyond Behavior*. 2012;22(1):23-31. doi:10.1177/107429561202200105	

		Macsuga-Gage A.S., Simonsen B., Briere D.E. Effective teaching practices: Effective teaching practices that promote a positive classroom environment. *Beyond Behavior*. 2012;22(1):14-22. doi:10.1177/107429561202200104	
		MacSuga-Gage, A. & Simonsen, B. (2015). Examining the effects of teacher directed opportunities to respond on student outcomes: A systematic review of the literature. *Education and Treatment of Children*, 38, 211-240. https://files.eric.ed.gov/fulltext/EJ1070193.pdf Marion, S., Thompson, J., Evans, C., Martineau, J., and Dadey, N. (2019). A tricky balance: The challenges and opportunities of balanced systems of assessments. Presented at the annual meeting of the National Council on Measurement in Education. Toronto, Canada. https://www.nciea.org/sites/default/files/publications/A%20Tricky%20Balance_031319.pdf Martin, B., Sargent, K., Van Camp, A., & Wright, J. (2018). Practice Guide: Increasing opportunities to respond as an intensive intervention. Washington, DC: US Department of Education, Office of Special Education Programs. https://files.eric.ed.gov/fulltext/ED591076.pdf Scott, T.M., Hirn, R.G. & Alter P. J. (2014) Teacher instruction as a predictor for student engagement and disruptive behaviors, preventing School Failure: alternative education for children and youth, 58:4, 193-200, https://doi.org/10.1080/1045988X.2013.78758 Simonsen, B., & Myers, D. (2015). *Classwide positive behavior interventions and supports: A guide to proactive classroom management.* Guilford Press. Whitney, T, Cooper, J. T., & Lingo, A. S. (2017) Increasing Student Engagement Through Opportunities to Respond. *Kentucky Teacher Education Journal*: *The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children*: Vol. 3 : Iss. 2 ,	

		Article 3. https://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1018&context=ktej	
	Data Systems	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf Kekahio, W., & Baker, M. (2013). Five steps for structuring data-informed conversations and action in education. (REL 2013–001). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001.pdf	Data systems will be used as an evidence-based intervention to gather and report data and to use data-based decision making to generate a strategic action plan that addresses learning loss. The data system provides the framework upon which data teams look for patterns and make observations about the data. The analysis of academic and behavioral data informs instructional practices and provides a data team with insight into what strategies (both behavioral and instructional) are working well and which need to be reconsidered. Some implementation strategies include teacher training on how to utilize the data system to inform instruction, as well as intervention resources to guide next steps as needs are identified.

	Multi-Tiered Systems of Support	Arden, S. V., Gandhi, A. G., Zumeta Edmonds, R., & Danielson, L. (2017). Toward more effective tiered systems: Lessons from national implementation efforts. Exceptional Children, 83(3), 269–280. https://eric.ed.gov/?id=EJ1146326. Burns, M. K., Jimerson, S. R., VanDerHeyden, A. M., & Deno, S. L. (2016). Toward a unified response-to-intervention model: Multi-tiered systems of support. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), Handbook of Response to Intervention: The science and practice of multi-tiered systems of support (2nd ed.) (pp. 719–732). New York, NY: Springer. Fixsen, D. L., Naoom, S. F., Blase, K. A., & Friedman, R. M. (2005). Implementation research: A synthesis of the literature. (FMHI Publication No. 231). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf Freeman, J., Sugai, G., Simonsen, B., & Everett, S. (2017). MTSS coaching: Bridging knowing to doing. Theory Into Practice, 56(1), 29–37. DOI: 10.1080/00405841.2016.1241946 Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2016). From response to intervention to multi-tiered systems of support: Advances in the science and practice of assessment and intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), Handbook of Response to Intervention: The science and practice of multi-tiered systems of support (2nd ed.) (pp. 1–6). New York, NY: Springer. McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS.* New York, NY: Guilford Press National Center on Response to Intervention at the American	Multi-Tiered Systems of Support will be used as an evidence- based framework to give universal, supplemental and targeted support to all students. The four components of MTSS include universal screening, data-based decision making, multi-level prevention systems, and progress monitoring. All components make up an effective MTSS framework which allows districts and schools to provide core differentiated instruction and intervention in a timely manner to support students' learning loss. Some implementation strategies include training on the MTSS framework, training on effective intervention strategies and effective ways to monitor progress. The purchase of evidence-based programs for intervention, a universal screener, and a progress monitoring system will be utilized. Staff that coordinate and oversee the

		Institutes for Research. (2015). MTSS, RTI, special education … Oh my! Gaining an understanding of MTSS and RTI from Drs. Lynn Fuchs and Joe Jenkins. Washington, DC: Author. https://rti4success.org/video/mtss-rti-special-education%E2%80%A6oh-my -gaining-understanding-mtss-and-rti- drs-lynn-fuchs-and-joe. Scott, T.M., Gage, N.A., Hirn, R.G., Shearer Lingo, A., & Burt, J. (2019) An examination of the association between MTSS implementation fidelity measures and student outcomes, Preventing School Failure: Alternative Education for Children and Youth, 63:4, 308-316, DOI: 10.1080/1045988X.2019.1605971 Sugai, G., & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. *Exceptionality*, *17*(4), 223-237. DOI: 10.1080/09362830903235375 Terrance M Scott, Nicholas A Gage, Regina G Hirn, Amy Shearer Lingo & Jon Burt (2019) An examination of the association between MTSS implementation fidelity measures and student outcomes, Preventing School Failure: Alternative Education for Children and Youth, 63:4, 308-316, DOI: 10.1080/1045988X.2019.1605971	implementation and interventions at the school level will support this initiative. Additionally, data platforms may be used to help districts and schools effectively analyze data and make data-based decisions.
	Positive Behavioral Interventions and Supports	Freeman, J., Simonsen, B., McCoach, D. B., Sugai, G., Lombardi, A., & Horner, R. (2017). Relationship Between School-Wide Positive Behavior Interventions and Supports and Academic, Attendance, and Behavior Outcomes in High Schools. Journal of Positive Behavior Interventions, 18(1), 41-51. DOI:10.1177/1098300715580992 Horner, R.H., Sugai, G. & Anderson, C. M. (2010). Examining the Evidence Base for School-Wide Positive Behavior Support. Focus on Exceptional Children. 42. 1-14. 10.17161/fec.v42i8.6906.	PBIS will be used as an evidence-based intervention to develop school-wide expectations, targeted interventions and supports, and data-driven decisions making to improve student behavior and student outcomes. Some implementation strategies include training for teachers and staff to work collaboratively to develop

		OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1 – Foundations and Supporting Information. Eugene, OR: University of Oregon. https://www.pbis.org/resource/pbis- implementation-blueprint Scott, T.M., Gage, N. An Examination of the Association Between Teacher's Instructional Practices and School-Wide Disciplinary and Academic Outcomes. Educ. Treat. Child. 43, 223–235 (2020). DOI: 10.1080/1045988X.2019.1605971 Simonsen, B., & Myers, D. (2015). Classwide positive behavior interventions and supports: A guide to proactive classroom management. Guilford Press. Sugai, G., Horner, R. H. (2015). School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance. Behavior Analysis Practice. Feb2015. DOI: 10.1007/s40617-015-0045-4. US Department of Justice and US Department of Education, (July, 2014). Dear colleague letter on the nondiscriminatory administration of school discipline.	expectations, interventions, and support. The purchase of books and a book study, as well as, securing a data collection system is also a possible implementation strategy.
	High Quality Instruction and Materials	Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf	The use of high quality instruction and materials will be used as an evidence-based intervention to explicitly teach vocabulary, to provide direct and explicit instruction on comprehension strategies, and

			to provide opportunities for extensive study of the meaning and interpretation of a text. Possible implementation strategies include training on various vocabulary strategies, training on highest effect size comprehension strategies for elementary and secondary students, investment and training in implementing leveled texts, and the creation of school- wide read programs including purchasing of books, payment for author visits, related educational events or trips, teacher stipends for creating programming and book studies.
ELA	Teaching Essential Skills	Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice	Prioritizing essential skills and standards will be used as an evidence-based intervention that helps teachers provide targeted support for the most important content. Teachers will work together to determine essential standards that will receive the most instructional time, will be frequently revisited, and

		guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf	taught to mastery. All required standards will be taught but essential standards will receive the significant focus. Implementation strategies include training on the standards, time for teachers to collaborate before each instructional unit to revise the pacing as needed, and teacher stipends to complete this work and to collaborate on effective instructional strategies to teach standards.
	High Quality Instruction and Materials	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf	The use of high-quality instruction and materials will be used as an evidence-based intervention to explicitly teach mathematical concepts and problem solving, to use visual representations and models of mathematical ideas during explicit instruction, and to increase fluency of basic facts. Some implementation strategies include training on mathematical practices, training on how to use manipulative materials to

			foster conceptual understanding, and training on the use of number talks to increase fluency and number sense. Providing teacher stipends for these trainings as well as the purchase of books and resources are possible implementation strategies. The hiring of math interventionists will also be an implementation strategy.
Math	Prioritizing Essential Standards	National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics (June 2020). Moving Forward: Mathematics Learning in the Era of COVID-19. https://www.mathedleadership.org/mathematics-learning-in-the- era-of-covid-19/	Prioritizing essential skills and standards will be used as an evidence-based intervention that helps teachers provide targeted support for the most important content. Teachers will work together to determine essential standards that will receive the most instructional time, will be frequently revisited, and taught to mastery. All required standards will be taught but essential standards will receive the significant focus. Implementation strategies include training on the standards, time for teachers to collaborate before

			each instructional unit to revise the pacing as needed, and teacher stipends to complete this work and to collaborate on effective instructional strategies to teach standards. Programs to support identification of and aligning standards will be purchased.

If you have any questions, please contact Susan Tucker the Director of Federal Programs @ susan.tucker@mccreary.kyschools.us.