

HAZARD INDEPENDENT
APR ESSER PLAN
(Updated 2024)

ARP ESSER LEA Plan
Hazard Independent Schools

Part 1

The Hazard Independent School district used the ESSER funds to ensure compliance with the CDC Guidelines for reopening schools in the following ways:

- The plan was created from the needs-assessment in cooperation with all stakeholders. The plan included coordination of preparedness and response efforts of local educational agencies with State, local, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to infectious diseases. The plan provided principals and others school leaders with the resources necessary to address the needs of our schools. We provided activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. We will develop and implement procedures and systems to improve the preparedness and response efforts of local educational agencies. We provided professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. Purchase supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency Purchased educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. Provided mental health services and support. Plan and implemented activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Any other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency. Provided air quality controls throughout district and

transportation. Addressed learning loss issues based on assessments and provided supports to accelerate learning.

Current plans include:

- Promoting vaccination can help schools safely continue in-person learning as well as extracurricular activities and sports.
- Handwashing, and respiratory etiquette, staying home when sick and getting tested, cleaning and disinfection are also important layers of prevention to keep schools safe.
- Students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care.

Other actions will include:

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality and any other aspect in school facilities, including mechanical and nonmechanical heating, ventilation, flooring, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Conduct inspection, testing, repairs, and upgrades to the HVAC system in the district including transportation to ensure environmental health.
- Renovate any school to provide additional space for career learning opportunities to increase academic achievement and reduce learning loss.
- Continue to run air-purification systems in each room.

Part 2

The Hazard Independent School district will use the ESSER funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions.

- High quality assessments K-12 will be selected, purchased, and implemented to determine student's academic needs and give feedback about student learning and growth over time.
- Summer career exploration camps will be provided for students in grades K-12. Stipends will be paid to staff for professional development and activities to increase student academic success and reduce learning loss.
- Teacher training will be provided in the use of highly effective evidence-based intervention activities and support for students who are in ESS funded placements either before, during or after school.

- Additional Staff will be employed to track student learning loss and help accelerate student academic learning using best practice high-quality instruction.
- Supplies, materials, and equipment will be purchased to address learning loss and student academic acceleration for all students.

Learning acceleration is an ongoing instructional process by which educators engage in formative practices to improve students' access to and mastery of grade-level standards.

The goal of learning acceleration is viewed as a long-term, comprehensive framework that anchors academic, social, and behavioral interventions to the common purpose of promoting global competitiveness for all students.

Four principles will guide our approach to Learning Acceleration: four principles guide learning acceleration planning and implementation:

1. Provide conditions of learning that will foster social and emotional well-being of students, families and educators.
2. Improve equitable access to grade level content and high-quality resources for each student.
3. Prioritize content and learning by focusing on the depth of instruction, rather than the pace.
4. Implement a K-12 accelerated learning cycle to identify gaps and scaffold as needed.

It is our collective responsibility to ensure that all students receive a high-quality education that empowers them to compete for educational and work opportunities in the increasingly global marketplace.

To make this a reality for all students requires recognition of the fact that a history of inequitable access to opportunity has put students of color, low-income students, English Language Learners, students with disabilities, and other student groups on the downside of longstanding achievement gaps; accelerating learning requires policymakers and educators to reaffirm their commitment to advancing equity for all.

Accelerating learning involves examining and improving every component of the instructional cycle. Our district will continue to ensure educators possess an advanced understanding of the Kentucky Academic Standards and implement those standards through high-quality, engaging lesson plans for all students. [TNTP's Learning Acceleration Guide](#) will help inform this process.

Our district will establish learning conditions, depth of instruction, scaffolding, and progress monitoring that improve students' access to and mastery of those standards:

Step 1: With input and guidance from stakeholders, district will support schools to develop a short-term implementation plan, setting goals to increase student access and success on grade appropriate assignments. This plan will meet criteria and will include:

- Clear goals regarding Learning Acceleration and the expectation that assignments students experience are grade appropriate.
- Clear expectations for materials usage, regardless of whether students are in-person.
- A plan for ongoing curriculum-based professional learning and supports for teachers to understand how to effectively implement the materials.

Step 2: Communicate clear and actionable expectations for using materials in professional learning communities and networks for school leaders and teachers.

High-quality instructional materials will be considered as a tool and one component of a system that will support teachers to provide access to grade appropriate assignments.

Step 3: Develop teacher and school leader skill in the areas that have been prioritized. Execute the plan outlined in Step 1, providing teachers and leaders with the supports they need to provide access to grade appropriate assignments.

Step 4: Monitor the quality of assignments students are experiencing and adjust as needed.

PLCs are urged to use TNTP's and KDE's [Student Experience Assessment Guide](#) and TNTP's [Assignment Review Protocols](#) to evaluate the quality of assignments students are experiencing, considering whether the assignment addresses priority content as outlined by Achieve the Core and other sources.

Continue to triangulate data collected to classroom demographic data to determine if there are gaps in access by classroom demographics, and measure progress to improve implementation of high-quality instructional materials.

Learning Loss Coordinator/teachers will be working with staff to identify students with learning loss and help provide high quality instructional resources, accelerate learning, and assist schools with any area of assistance with parents and staff.

Part 3

The Hazard Independent School district will use the remainder of its ESSER funds in the following ways:

- Preschool is a vital key in kindergarten readiness. The learning loss and social emotional wellness of our preschool and kindergarten students is a high priority. Therefore, to address these concerns, additional staff have been hired to deliver smaller group or one-to-one high-quality instruction. Also, staff will implement social emotional strategies to increase social emotional support in the classroom.
- Additional supplies, materials and equipment will be purchased to address learning loss and student academic acceleration for all students as the monitoring of progression of learning loss recovery takes place over time.
- Adjustments of supplemental staff will be added as needed to reduce learning loss and accelerate academic acceleration.

- High quality instructional resources, evidence-based intervention resources, learning acceleration, SEL, technology, PPE, air quality, high quality professional learning, diagnostic/interim/benchmark assessments.
- Purchase vehicles with air purification systems to help reduce spread of disease.
- Replace insufficient playground surfacing to ensure safety and wellness of all elementary students.
- Provide funds to continue and supplement high quality instruction with salaries of current staff.
- Other supplies and materials will be purchased as needed to support acceleration of learning and prevent learning loss.
- Instructional assistant will be hired throughout the district to help accelerate learning.
- Preschool plus costs will be paid to increase kindergarten readiness.
- ESS and Summer learning programs will be utilized and funded to help accelerate learning and reduce learning loss.
- Repair existing technology as needed.
- Purchase technology as needed to support learning.
- Curriculum alignment coach will be hired to review pacing guides and ensure curriculum is aligned accounting for learning loss and student acceleration.
- Improve HVAC and lights at elementary to reduce spread of illness.
- Improve lighting throughout district for a more sufficient learning environment.
- Improve flooring to reduce spread of disease.

Part 4

The Hazard Independent School district will use the ESSER to ensure that interventions address the academic impact of lost instructional time and respond to academic, social, emotional, and mental health needs of all students in the following ways:

- A system of high quality personalized professional development will be established and provided for teachers, school-based and district-based instructional leadership teams, and principals.
- Training will be provided for staff in the use of high-quality advisory systems.

Part 5

The ESSER project budget is as follows:

- See attached GMAP budget below

Part 6

- The district will consult SBDM during regular meeting.
- The district attempts to consult with stakeholders at Open house, staff meetings, community partner meetings (Chamber of Commerce, city commissioner meeting,

consult with county/city officials, local education association, Kiwanis Club (board member) Rotary Club (board attorney), and consulted with religious groups in area.

- Consultation about the budget was held with local teacher union representative during Open house
- The stakeholder survey and in-person conversations indicated a need for emotional/social support and stakeholders were pleased with our plans.
- Staff, community partners feedback that was generated and indicated a need for learning loss and student acceleration. Purchase supplies to ease parent financial burden. Also continued with the plan to clean, disinfect, and sanitize as we did last year. Also support the emotional and social well-being of students.

ESSER Funds Update: Each school was provided ESSER funds based on needs. Due to the distinction that these are federal funds, there are specific guidelines on how to use and plan for these funds. We can use the funds for certified services, additional staff, professional training, supplemental books, study guides, curriculum, textbooks and other instructional materials, mental health services and supports, aiding families, and software. Evidence based strategies and interventions will be utilized. Below are links to evidence.

7 Learning Acceleration

Key Report from TNTP:

TNTP. (2020). Learning acceleration guide: Planning for acceleration in the 2020-2021 school year. Retrieved from <https://tntp.org/assets/covid-19-toolkit-resources/TNTP-Learning-Acceleration-Guide-Updated-Nov-2020.pdf>

Allen, L., & Le, C. (2013). From remediation to acceleration: Early lessons from two Philadelphia Back on Track schools. Jobs for the Future. Retrieved from: <https://www.jff.org/resources/remediation-acceleration-early-lessons-two-philadelphia-back-track-schools/>

Ander, R., Guryan, J., & Ludwig, J. (2016). Improving academic outcomes for disadvantaged students: Scaling up individualized tutorials. Report prepared for the Brookings Institute. Brookings Institute. Retrieved from: <https://www.brookings.edu/wp-content/uploads/2016/07/Full-Paper-1.pdf>

Cook, P. J., Dodge, K., Farkas, G., Fryer Jr, R. G., Guryan, J., Ludwig, J., ... & Steinberg, L. (2014). The (surprising) efficacy of academic and behavioral intervention with disadvantaged youth: Results from a randomized experiment in Chicago. (No. w19862) National Bureau of Economic Research. Retrieved from: <https://www.nber.org/papers/w19862>

Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). COVID-19 and learning loss — disparities grow and students need help. McKinsey & Company. Retrieved from: <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help>

Edgecombe, N. (2011). Accelerating the academic achievement of students referred to developmental education. (CCRC Working Paper No. 30.) Community College Research Center, Columbia University. Retrieved from: <https://files.eric.ed.gov/fulltext/ED516782.pdf>

Levin, H. M. (1988). Accelerating elementary education for disadvantaged students. In: School Success for Students at Risk. Harcourt, Brace, Jovanovich, 209–225. Retrieved from: <https://files.eric.ed.gov/fulltext/ED305150.pdf#page=211>

McLeskey, J., Council for Exceptional Children, & Collaboration for Effective Educator Development, Accountability, and Reform. (2017). High-leverage practices in special education. Council for Exceptional Children. Retrieved from: <https://systemimprovement.org/uploads/files/CEC-HLP-Web.pdf>

National Center for Learning Disabilities (2020). Planning for equity and inclusion: A guide to reopening schools. Retrieved from: https://www.nclld.org/wp-content/uploads/2020/07/2020-NCLD-Reentry-Principles_v3.pdf

Curriculum work for learning acceleration

Key Resources:

Achieve the Core (2021). Priority instructional content in ELA/Literacy and Mathematics. Retrieved from: https://achievethecore.org/content/upload/2020-21%20Priority%20Instructional%20Content%20in%20ELA%20Literacy%20and%20Mathematics_June%202020.pdf

The Opportunity Myth

TNTP. (2018). The opportunity myth: What students can show us about how school is letting them down — and how to fix it. Retrieved from: https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

Ainsworth, L. (2003). Power standards: Identifying the standards that matter the most. Lead and Learn Press.

SEL and Culturally Responsive Teaching

Key Resource:

Collaborative for Academic, Social, and Emotional Learning. (2003). Save and sound: An educational leader's guide to evidence-based social and emotional learning programs. Chicago, IL: Author. Retrieved from: <https://casel.org/wp-content/uploads/2016/06/safe-and-sound.pdf>

Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching. (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

<https://www.kentuckyteacher.org/news/2021/06/superintendents-hear-rules-for-final-esser-funds/>

<https://www.curriculumassociates.com/research-and-efficacy/essa-evidence-hub/>

<https://www.nea.org/sites/default/files/2021-06/Kentucky%20Federal%20Emergency%20Aid%20for%20Public%20Education.pdf>

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LEA Points of Contact

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