



Whitley County School District
ARP ESSER Plan
Updated 11-8-24

1. Describe how funds will be used to:

(a) implement prevention and mitigation strategies consistent with the Center for Disease Control and Prevention guidance on reopening schools.

Funds were utilized to purchase PPE and disinfectant to assist in following the guidance on reopening schools from Governor Brashear, the Kentucky Department of Education, and The Center for Disease Control and Prevention. We purchased supplies to sanitize and clean all facilities. Our district provided funding for salaries for substitute teachers and instructional aides due to previous quarantine regulations as well as for providing continuity of services. We purchased additional materials and equipment to be used individually by students including, but not limited to, headphones, headphones with microphones, manipulatives, etc. Additionally, we purchased two buses to limit the number of student riders to reduce the risk of spreading the virus. As a continuation of previous ESSER funds, we have utilized funds for facility renovations and repairs to reduce risks of virus transmission, health hazards, and support student health needs. This included updating HVAC systems, cafeterias, lunchrooms, etc., and installing water bottle filling stations. We purchased a program along with related costs for touchless sign-in for staff and administrators. We employed school nurses and used funds for their salary and fringe. We expanded the space for the physical education classroom to maintain appropriate social distancing for students in courses utilizing these areas and for both school and sport events.

(b) address the academic impact of lost instructional time through the implementation of evidence-based interventions.

Funds were utilized to address the academic impact of lost instructional time and to accelerate learning through the implementation of evidence-based interventions. Our district provided after-school/tutoring and summer programs for all students along with transportation. Funding included all associated costs such as salary and fringe for drivers, pupil transportation insurance, and fuel. We provided teacher training focused on productive, efficient instructional strategies for our most vulnerable students. We provided additional training for

teachers and administrators districtwide that focused on effective teaching practices and instructional strategies that promoted cooperative learning and communication, boosted students' confidence, and increased student engagement. This included all associated costs such as registration fees and travel costs. Additionally, funding was used to provide subject-specific professional learning for teachers as identified in their professional growth plans. Funds were used to purchase programming that assisted with online training in order to provide for individual needs and professional growth of teachers and administrators. We used funds to continue to build capacity in leadership skills for our administrators. We utilized funds for salaries and fringe for teachers, counselors, and instructional coaches to help with class size reduction, small group learning, and ongoing professional learning. Funding was used for general supplies including STEAM materials and resources to effectively implement our plan. We have utilized funds to expand the opportunities in our CTE programs and to purchase program materials. We have used funds for upgrading and expanding school and district network systems due to increased devices for students and teachers. These funds were used to continue to support Chromebook usage, iPads, etc. as well as instructional services such as Google Classroom and Zoom platforms. Funds were also utilized for leadership conferences and academic and career skills competitions for students.

(c) utilize actions, strategies, programs, or methods as a continuation of previous ESSER funds

Funds were used to continue initiatives and programs that were purchased and implemented with previous ESSER funds. We have purchased curriculum and materials for each of the core subject areas: English, math, science, and social studies for the elementary, middle, and high schools. We have purchased academic assessments as well as curriculum software. We have purchased technology equipment including the purchase/replacement of Chromebooks, Chromebook carts, desktop computers, touch panels, equipment for mobility of touch panels, thumb drives, printers, copiers, and document cameras. Funding was also used to replace furniture such as student and teacher desks, fixtures, supplies, and materials. Funds were utilized for the career and technical education pathways which included salary and fringe for CTE personnel for new and emerging programs, resources, equipment, hardware, and software. We used funds to provide additional program personnel, teachers, preschool teachers and aides, security services, general liability insurance, postage, cell phone services, and newspaper advertisements.

2. Describe how the district 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.

The district ensured that interventions addressed the academic impact of lost instructional time and responded to the needs of all students by monitoring the usage and data of programs by school administrators, instructional coaches, and district personnel.

For grades K-3 per the Read to Succeed Act amendments to KRS 158.305, beginning in the 2023-2024 school year, if a student's rate of progress toward proficiency in reading needed accelerated interventions as demonstrated by the results of an approved universal screener and reading diagnostic assessment, the Whitley County School District provided intensive instructional services, progress monitoring measures and supports via a Reading Improvement Plan.

Per the Read to Succeed Act amendments to KRS 158.305, beginning in the 2024-2025 school year, if a student does not score in the proficient performance level or higher in reading on the state annually required grade three assessment, our district provided accelerated intervention that includes evidence-based reading instruction and intensive instructional services, progress monitoring measures and supports to students in grade 4.

School PLCs target student needs through data analysis of academic assessments, intervention and academic programs, and behavior programs. Through PLCs, at-risk students from in-school, afterschool, and summer programming were identified for academic, social, emotional, and mental health needs of students. Appropriate learning plans were developed for identified students and additional resources and services identified and implemented.

3. Describe how the district conducted meaningful consultation with the required stakeholders and how stakeholder feedback was utilized in planning.

The Whitley County School District convened a Pandemic Committee that consisted of the Superintendent, Deputy Superintendent, Director of Pupil Personnel/Safe Schools Coordinator, Director of Special Education, Director of Transportation, Chief Information Officer, Director of Human Resources, School Nutrition Director, School Principals, the school district health care provider, school nurse, and lead teacher representatives. This committee routinely consulted with the Whitley County Health Department and local government agencies regarding safety protocols, continuation of services, mitigation strategies, etc. The Pandemic Committee performed a needs assessment gathering feedback from parents, faculty, and staff regarding their needs and concerns. Furthermore, school principals performed a needs assessment and updated the committee with the individual needs of their school. The committee developed a plan to address the identified needs in order to provide the most effective services and assistance to students and staff in our district. Stakeholder input was collected from discussions, conversations, and surveys from parents, students, teachers, principals, staff, Family Resource directors, the McKinney-Vento liaison, Title 1 Coordinator, and community members as well as from representatives of various groups within our county. These groups included the Kentucky Education Association – Whitley County Chapter, Kentucky Association of Professional Educators, Save the Children, Whitley County Board of Education staff, etc. The ongoing committee discussions were continuously relayed to members of the Whitley County Board of Education.

The Whitley County District Leadership Team reviewed all input and responses while developing Whitley County's ARP ESSER Plan. These responses were analyzed for alignment

with the district's mission and for compliance and allowability under the ESSER guidelines. Many of the various actions and strategies in the plan were voiced by multiple stakeholders confirming that the district plans to use the funds to fulfill its mission and goals for the students, parents, and teachers in the Whitley County School District.

The Whitley County District Leadership Team continued to monitor and update the ARP ESSER Plan and budgets quarterly until the end of the grant.

4. Identify relevant citations for evidence-based practices listed in plan.

Afterschool Programs

Afterschool Programs: A Review of Evidence Under the Every Student Succeeds Act. (2019). Retrieved from <https://www.wallacefoundation.org/knowledge-center/pages/afterschool-programs-a-review-of-evidence-under-the-every-student-succeeds-act.aspx>

Amira

Mostow, J., Nelson-Taylor, J., & Beck, J. E. (2013). Computer-guided oral reading versus independent practice: Comparison of sustained silent reading to an automated reading tutor that listens. *Journal of Educational Computing Research*, 49(2), 249–276.

Add+Vantage Math Recovery

Smith, T. M., Cobb, P., Farran, D. C., Cordray, D. S., & Munter, C. (2013). Evaluating Math Recovery: Assessing the Causal Impact of a Diagnostic Tutoring Program on Student Achievement. *American Educational Research Journal*, 50(2), 397-428.

Kagan Structures

Kagan, S. *Kagan Structures: Research and Rationale*. San Clemente, Ca: Kagan Publishing. Kagan Online Magazine, Spring 2001. (2001).

Literacy Design Collaborative

Herman, J. L., Epstein, S., Leon, S., Dai, Y., La Torre Matrundola, D., Reber, S., & Choi, K. (2015). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST). Retrieved from <http://cresst.org/wp-content/uploads/R848.pdf>. [Kentucky matched comparison QED]

National Board for Professional Teaching Standards Certification

Cowan, J., & Goldhaber, D. (2016). *Journal of Research on Educational Effectiveness*, 9(3), 233–258. Retrieved from: <https://eric.ed.gov/?id=EJ1106512>

Reading Recovery

Sirinides, P., Gray, A., & May, H. (2018). The impacts of Reading recovery at scale: Results from the 4-year i3 external evaluation. Educational Evaluation and Policy Analysis, 40(3), 316–335. https://doi.org/10.3102/0162373718764828

Visible Learning

DeWitt, P. (2018). Using the Visible learning research to INFLUENCE collaborative leadership. *Education Sciences*, 8(4), 219. <https://doi.org/10.3390/educsci8040219>