



MIDDLESBORO INDEPENDENT SCHOOLS

ARP ESSER PLAN

The Middlesboro Independent School District was awarded, and has accepted, the American Relief Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER) from the federal government. These funds are intended to prepare for, respond to and overcome obstacles presented by the global COVID 19 pandemic.

Consultation: A committee of district administrators, teachers (including union members), technology staff, parents, and students was formed to conduct a needs assessment. Using those results, ARP ESSER planning meetings were conducted on separate dates allowing for stakeholder input. A brief description of allowable uses of the ARP ESSER funds was presented at each meeting by the district finance officer with an open forum for input that followed. Each idea was recorded, discussed, and addressed. Suggestions that fell outside the scope of the ARP ESSER spending guidelines which arose in the course of the forum were also discussed as possible options for the use of other revenue sources. Our future consultation plans include monthly update meetings which will be conducted in conjunction with other federal program meetings to regularly analyze the use of ARP ESSER funds and to implement budget adjustments if necessary. The district principals along with the district team will meet each month to review the ARP ESSER goals and in turn report to the Superintendent who will update the Middlesboro Board of Education on the progress of the ARP ESSER plan.

Prevention and Mitigation Strategies: In order to prepare for future outbreaks, sanitation equipment and supplies will be purchased with ARP ESSER funds. These include but are not limited to disinfectant fogging machines at each school, scrubbers and buffers, hand sanitizer, masks, temperature monitors, and an increased emphasis on cleaning surfaces as well as the air quality at each individual school. Funds will also include the replacement of carpet with tile for improved cleanliness. Upgrades to HVAC equipment at the schools will assist in making the air cleaner and safer. Furniture will be purchased to replace group tables to allow for social distancing by utilizing individual student desks that can be arranged to maximize instructional spaces. In addition to physical items purchased, the staff has, and will continue, to be trained

on the necessary precautions required to prevent the spread of disease and are being required to do daily inspections and cleanings that were not in place prior to the pandemic.

Academic impact of lost instructional time: Although the Middlesboro Independent School District has made every effort to continue quality instruction during school closure, learning loss has occurred. ARP ESSER funds will be spent to continue the online learning option (using the APEX platform) for those students who still can't or are not comfortable in returning to in-person instruction. Virtual instruction will be enhanced through upgrades to our wireless access/internet services and the addition of one to one devices which will be utilized by the students both at home and at school. ESSER funding will also cover device upgrades and replacement and/or repairs of one to one devices. In addition to the online platform software, additional evidenced based learning programs such as APEX (see citation at end of plan) will be purchased and utilized by teachers and students to address learning loss. Summer school and after school programs which were put in place during the summer of 2021 to address learning loss will be sustained and enhanced for future years through the use of ARP ESSER. Summer learning programs target any student who is in need of catch-up services and/or remediation services. Transportation will be provided for summer and extended school programs as well as food services. Summer instructional programs funded through ARP ESSER funds will provide greatly reduced teacher to student ratios which promote expanded one on one and small group instruction for our students.

Academic, social, emotional and mental health needs of all students: The Middlesboro Independent Public School system realizes that students need academic support as well as social, emotional, and mental health support to address various issues caused by the pandemic and prolonged school closures. By implementing our plan to have individualized instruction at all grade levels, we anticipate that social, emotional, and mental health needs will be reduced. Having systems in place to close the gap for students who require intense remediation and developing relationships and connections with students as related to their academic needs positively impacts the school experience for students. ARP ESSER funds will be used to provide both certified and classified staff with supplemental service pay for extra time and effort they will spend during the coming school year addressing academic, social, emotional, and mental health issues that arise with the students they service.

Students must feel secure when they return to in-person instruction and should not have services disrupted for any reason. Security cameras and door entry systems will be purchased for all schools in order to address student's emotional and mental health needs involving personal safety. A new two-way parent communication tool (KINVVO by Kininvolved) will be utilized to boost attendance and connect with families resulting in a stronger home and school connection and improved learning outcomes.

ARP ESSER funds will be used to continue salaries for district counselors and instructional supervisors to support teachers and students. ARP ESSER funds will be used to purchase a social emotional curriculum such as Second Steps to address social and emotional health issues related to the pandemic. Instructional supervisors will provide support to teachers in addressing learning loss and remediation.

Other use of funds: Middlesboro Independent Public Schools received a substantial allotment of ESSER funds in all three phases of the relief effort. Due to the abundance of funding, all monies can't be spent on sanitation and/or catch up services. It is the philosophy of the school and community stakeholders that all remaining funds should be utilized to upgrade and repair our facilities for future years. Currently, we have plans to upgrade HVAC systems at Middlesboro Middle School, purchase new and more diverse textbooks and make building upgrades that promote school safety and air quality. It is the goal of the Middlesboro Independent Schools to best utilize every dollar for the enrichment and continued education of our students both present and in the future. Numerous planning meetings have been conducted to allow for all stakeholders to have input regarding the best use of ARP ESSER funding.

All Middlesboro Independent Schools are considered high poverty, funding will be equally divided for the benefit of all students.

This plan may be revised with community consultation at any time during the course of the ARP ESSER financial funding period.

Research Citations to Support ESSER III's Budget Proposal

APEX-

"Improving the Quality of Distance and Blended Learning", H. Alix Gallagher & Benjamin Cottingham; Policy Analysis for California Education, Stanford University, August 2020.

"Academic Supports for Students with Disabilities", Nathan Jones, Boston University; Sharon Vaughn, University of Texas at Austin; Lynn Fuchs, Vanderbilt University; June 2020.

"Best Practice for Learning Loss Recovery", "Five Actions for Creating Foundations for Future Interventions" Actions 2-4; Hanover Research, December 2020.

"Addressing Learning Loss and Effective remote Teaching Strategies", Nancy Nelson, Jess Surlis, University of Oregon: National Center on Improving Literacy, March 2021.

"Research-Based Strategies for Effective Remote Learning",

Tuesday, December 8, 2020 | Thursday, January 28, 2021 | Wednesday, March 24, 2021; REL Appalachia Regional Educational Laboratory

Effectiveness of RTI and Individualized Learning:

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Coleman, M. R. (2008). Words can shape the destiny of children in the RTI process. In *Council for Exceptional Children*.

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Dietrichson, J., Bøg, M., Filges, T., & Klint Jørgensen, A. (2017). Academic Interventions for Elementary and Middle School Students with Low Socioeconomic Status. *Review of Educational Research*, 87(2), 243-282.

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Schechter, R., Macaruso, P., Kazakoff, E.R., & Brooke, E. (2015). Exploration of a Blended Learning Approach to Reading Instruction for Low SES Students in Early Elementary Grades, *Computers in the Schools*, 32:3-4, 183-200.

Slavin, Robert E., Cynthia Lake, Susan Davis, and Nancy A. Madden. 2010. Identifying What Works for struggling Readers: Educator's Guide. Best Evidence Encyclopedia. Center for Data-Driven Reform in Education, Johns Hopkins University. Website: www.bestevidence.org.

Special EDge. (2006). Response to intervention: An overview. In *California Services for Technical Assistance and Training*.

Steenbergen-Hu, Saiying, and Harris Cooper. 2013. "A Meta-Analysis of the Effectiveness of Intelligent Tutoring Systems on K–12 Students' Mathematical Learning." *Journal of Educational Psychology* 105(4): 970-87.

Vaughn, S., Wanzek, J., Murray, C. S., Roberts, G. (2012). Intensive interventions for students struggling in reading and mathematics: A practice guide. Portsmouth, NH: RMC Research Corporation, Center on Instruction