

FAYETTE COUNTY PUBLIC SCHOOLS  
**American Rescue Plan**  
**FY 2021-2022**

The purpose of this document is to share a framework utilized by Fayette County Public School to spend ARP ESSER funds strategically and effectively. It provides overarching goals for the use of funds and articulates broad strategies that will inform our work as we embark on planning, implementing, monitoring, and evaluating our plan. This document also draws on lessons learned from previous infusions of federal dollars to leverage our investments in future high-impact goals and strategies.

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**SECTION ONE**

**Describe the extent to which and how funds will be used to implement prevention and mitigation strategies consistent with the CDC and Prevention guidance on reopening schools.**

*Fayette County Public Schools* is committed to staff and student health and safety as we return to in-person learning post-pandemic. To continue mitigating the effects and reducing the spread of COVID-19, we will utilize funds to implement the practices and protocols listed. Furthermore, we will continually monitor and evaluate the effectiveness of each of these practices, and we will adjust as

**Prevention and Mitigation Strategies may include, as required, the following:**

- Physical distancing
- Personal Protective Equipment
- Handwashing and respiratory/cough etiquette
- Cleaning and maintaining healthy facilities
- Additional measures for ongoing cleaning during the school day and sanitization during non-instructional hours
- Contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments
- Additional school nurses, additional staff to check temperatures, additional staff to supervise isolated students
- Diagnostic and screening testing
- Thermometers, staff to complete temperature checks, bus monitors to complete temperature checks and ensure physical distancing
- Vaccination clinics to provide vaccinations to educators, other staff, students, and families if eligible
- Appropriate accommodations for children with disabilities with respect to the health and safety policies
- Water bottle refill stations
- Plexiglass to support physical distancing
- 1:1 Technology devices and Wi-fi support
- Signage and printed communication of health and safety protocols in multiple languages

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needed to follow any updated guidance in accordance with the Centers for Disease Control, the Kentucky Cabinet for Health and Family Services, and the Kentucky Department of Education and local Health Department.

| <b>SECTION TWO</b><br><b>How will the LEA use funds to address the academic impact of lost instructional time by implementing evidence-based interventions?</b><br><i>Fayette County Public Schools will utilize funds to address the academic impact of lost instructional time through evidence-based interventions. This section details the areas of focus Fayette County Public Schools will intentionally address to mitigate the impact of lost instructional time, the evidence-based interventions we will utilize</i> | <b>AREA: INSTRUCTION</b>           |  |  |
|---|------------------------------------|--|--|
|   | <b>Evidence-based Intervention</b> | <b>Rationale</b>   | <b>Research/Source</b>   |
|   | Assessment Literacy                | Assessment literacy will be used as an evidence-based intervention specifically focused on learning loss that provides ongoing information regarding student progress towards a measurable academic goal.  | Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i> , 92, 81 -90.   |
|   | Student Engagement Strategies      | Student engagement strategies will be used as an evidence-based intervention to provide meaningful student involvement in classroom learning and address learning loss. Strategies such as accountable talk, choral responding, opportunities to respond, questioning strategies, wait time, guided notes, graphic organizers, use of visuals, student goal-setting, etc., increase student investment in their own learning | 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, |

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| <p>to do so, the research citations, as well as a rationale explaining how our district will implement each evidence-based intervention.</p> |                                       | <p>and are linked to greater student achievement.</p>  | <p>Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.</p> <p>Macsuga-Gage A.S., Simonsen B., Briere D.E. Effective teaching practices: Effective teaching practices that promote a positive classroom environment. <i>Beyond Behavior</i>. 2012;22(1):14-22.</p> <p>Whitney, T, Cooper, J. T., &amp; Lingo, A. S. (2017) Increasing Student Engagement Through Opportunities to Respond. <i>Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children</i>: Vol. 3 : Iss. 2 , Article 3.</p> |
|  | <p>Culturally Responsive Teaching</p> | <p>Culturally Responsive Teaching will be used as an evidence-based intervention to narrow achievement gaps and to provide student-centered, authentic instruction that is inclusive, scaffolds student learning, and provides a challenging curriculum in a respectful and welcoming environment.</p> | <p>Byrd, C. M. (2016). Does Culturally Relevant teaching work? An examination from student perspectives. <i>SAGE Open</i>, 6(3), 1-10.</p>  |

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|  |   | Gay, G. (2010). <i>Culturally Responsive Teaching : theory, research, and practice</i> (2nd ed.). Teachers College.   |
| Multi-Tiered Systems of Support (MTSS) including Positive Behavioral Interventions and Supports (PBIS) | MTSS/PBIS will be used as an evidence-based framework to give universal, supplemental, and targeted support and to develop school-wide expectations and data-driven decisions making to improve student behavior and student outcomes. 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/PBIS framework which will allow our schools to provide core differentiated instruction and/or behavior intervention in a timely manner to support students' learning. | <p>Burns, M. K., Jimerson, S. R., VanDerHeyden, A. M., &amp; Deno, S. L. (2016). Toward a unified response-to-intervention model: Multi-tiered systems of support. In S. R. Jimerson, M. K. Burns, &amp; A. M. VanDerHeyden (Eds.), <i>Handbook of Response to Intervention: The science and practice of multi-tiered systems of support</i> (2nd ed.) (pp. 719–732). New York, NY: Springer.</p> <p>McIntosh, K., &amp; Goodman, S. (2016). <i>Integrated multi-tiered systems of support: Blending RTI and PBIS</i>. New York, NY: Guilford Press</p> |
| <b>AREA: LITERACY/ELA</b>  |   |   |
| Acceleration of Learning   | Prioritizing essential skills and standards will be used as an evidence-based intervention that helps teachers provide  | Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J.,  |

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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 most 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.

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.

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 guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

**AREA: MATH**

Acceleration of learning

Prioritizing essential skills and standards will be used as an evidence-based intervention that helps teachers provide intentional 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

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.

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essential standards will receive the most focus. Implementation strategies include training on the standards, time for teachers to collaborate before each instructional unit to revise the pacing as needed.

**SECTION THREE**

**How will the LEA spend the remainder of its funds?**

Fayette County Public School will spend the remainder of its funds addressing high-impact initiatives that directly align with the district's strategic imperatives and delivers lasting results with our most vulnerable student populations.

**STRATEGIC IMPERATIVE 1: EXCELLENT SCHOOLS**

**Initiative may include:**

- Universal Language and Strategies with a Calibration/Common language district-wide
- Build model classrooms that produce growth and achievement for every student
- Collaborate with research partners internally & externally to leverage teaching & learning outcomes that support evidence-based strategies during initial lesson planning design, development, and deployment.
- Create opportunities and resources to support innovation by teachers and staff

**STRATEGIC IMPERATIVE 2: EXCELLENT STAFF**

**Initiative may include:**

- Para-educator investment with in-depth training for Literacy and other strategies.
- In order to fulfill the goal of a clean, bright, and welcoming school, our custodial and cafeteria staff recruitment and retention need to be a focus. Ideas for addressing this issue may include a recruitment/career fair and an assistance plan for those schools that are drastically understaffed.
- In-depth training around research-based instructional strategies and approaches to learning (e.g., guided reading, qualitative assessment, responsive literacy, instructional equity).
- Recruiting a diverse workforce

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- Implement "grow our own" initiatives for teachers and leaders
- Professional learning that creates an exceptional culture on instruction that aligns with the three main instructional focus for K-12:
  - Teacher Clarity - Expert Knowledge of Curriculum, Common Language, Universal Teacher Expectations
  - PLC - Purposeful Planning, Delivery of Instruction Systematic Assessment of Student Progress
  - Assessment/Grading for Learning - Systematic Assessment of Student Progress

**STRATEGIC IMPERATIVE 3: EXCELLENT STUDENT OPPORTUNITIES**

**Initiative may include:**

- Implement a system with defined structures and processes that includes:
  - District-wide implementation of a guaranteed and viable curricula and district resources via FCPS Navigator
  - Design, deploy and monitor shared curricula tools.
  - Deploy and monitor standards mastery using Galileo.
  - Utilize district resources to subscriptions and programs to develop a list and purpose of resources available to teachers, students, and families.
  - Design and deploy models of high-quality grade-appropriate assignments.
- Provide school leaders and teachers opportunities to engage in professional learning on best practices for Tier 1 instruction.
  - Establish clear protocol/procedures for PBL, independent projects.
  - Have a blend of instructional strategies and district curriculum to accurately track student learning for tier 1 instruction.
  - Embed culturally relevant/responsive instruction by strengthening student identity and critical thinking.

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- Utilize interdisciplinary methods to streamline content partner teaching (MA/Sci) & (ELA/SS) to embed essential standards and that students learn at high levels.
- Written and taught curricula must be student-centered and support all learning styles, and include art, physical education, and other courses that develop critical thinking, social/ emotional learning, and a wide range of real-world skills.
- Implement PBL structures - develop modules for explanations and rubric for specific expectations and guidance
- Implement a system with defined structures and processes that includes:
  - Specific district-wide measures of student success- quantitative and qualitative data - that identifies needs and evaluates the impact of strategies on student learning in Tier 1 instruction.
  - Support implementation of the FCPS Instructional Process
    - Teacher Clarity
    - PLC Process
    - Accelerated Learning
  - Support effective implementation of guaranteed and viable curricula and district resources via FCPS Navigator
  - Clear communication protocols
    - District
    - Schools
    - Teachers
    - Students
    - Families
  - Comprehensive Literacy Framework for Schools
    - Clear connections with a district writing plan
    - Systemic processes to establish a culture of literacy
- Implement training on the development of alternative methods for formatively assessing students to include:



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- Staff development in the use of formative assessments in accordance with best practices.
- Provide data analysis protocols for formative assessments to inform instruction and lesson development.
- Ensure school has appropriate resources- including PD for alternative assessments, such as Project Based Learning to include:
  - Effective design, delivery, and analysis of performance-based assessments
  - Rubric design
- Establish tools for parent involvement in student performance
  - Routinely review student performance and utilize report resources. ( i.e., Online tutorial for reports.)
  - Conference with teacher on progress monitoring.
- Design, deliver, deploy, and monitor Fayette County's vision for academic acceleration with school and district leaders:  
Opportunities and Access:
  - Design and deliver professional learning to core, EL, SpEd, GT, and intervention teachers to analyze and apply student results to determine modifications and accommodations for Tier 1 instruction based on student-specific learning needs.
  - Develop tools for student self-monitoring of growth and evaluate their learning.
  - Design and deliver intentional, collaborative planning for core, EL, SpEd, GT, and interventionist teachers to ensure equitable access to grade-level standardsAcceleration:
  - Prioritize adherence to the Academic Acceleration plan in every district dept.
- Design and deploy tools to diagnose students' unfinished learning.

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- Design and deliver professional learning to diagnose, analyze, apply and communicate students' unfinished learning.

**STRATEGIC IMPERATIVE 4: EXCELLENT RELATIONSHIPS**

**Initiative may include:**

- Field trips that are focused on building relationships, cooperative learning, and problem-solving skills. Experiences will focus on soft skills to improve college and career readiness. Use experiential learning to connect relationship building with core content.
- Reduce disproportionality in our discipline. We will ensure equity among schools in relation to restorative approaches to discipline.
- Use media engagement to push out messages in a variety of languages. Implement family education opportunities coordinated within feeder patterns to provide an opportunity to build relationships among school community and community resources.

**STRATEGIC IMPERATIVE 5: EXCELLENT SUPPORTS**

**Initiative may include:**

- System/Structure to Measure Effectiveness and Return on Investment (ROI) initiatives, programs, etc.
- To provide 360 degree support to students who have the highest needs, we will identify and collaborate with community partners to provide supports to students and families to create sustainable trajectory-changing opportunities

**SECTION FOUR**  
**How will the LEA ensure that interventions address the**

1. Implement a clear and consistent accountability plan and guiding principles for programs and initiatives with measures of success and identified metrics to monitor impact

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**academic impact of lost instructional time and respond to academic, social, emotional and mental health needs of all students?**

Fayette County Public Schools will respond to the academic, social emotional, and mental health needs of all students and will ensure the selected interventions address the academic impact of lost instructional time.

2. In order to increase instructional support, provide transparency and ensure equitable allocation of resources, a clear service delivery model (Pre K-12) will be implemented with feedback from all stakeholders. This service delivery model should reinforce the strengths of our schools and school communities while providing support in areas identified that need improvement.
3. An audit of district projects and programs, along with what imperatives they are reinforcing or supporting, will give clarity and accountability to district spending and help identify all resources available to provide support for students, families, and teachers in the areas of social, emotional, and mental health needs
4. We will continue to build social and emotional competencies in our students. We will assist students in identifying supportive adults in the building. We will increase our efficacy in delivering equity-centered SEL strategies to address learning loss.

**This section also addresses how our district will continue to conduct ongoing meaningful consultation with required stakeholders and utilize feedback to create, monitor, and adjust our district plan.**

**Stakeholder Input:**

Fayette County Public Schools recognizes the importance of stakeholder feedback and input as students, teachers, administrators, families, community agencies, and local businesses begin to recover from the COVID-19 pandemic. Prior to creating a recovery plan, Fayette County Public Schools reviewed previously obtained stakeholder feedback which was solicited via surveys to the following groups:

- a. students
- b. parents/guardians of students enrolled
- c. teachers/school leaders
- d. Chamber of Commerce business members

These survey results provided initial data for our plan development. Due to low participation in surveys, Fayette County Public Schools will launch an additional

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comprehensive and multi-strategy approach for gathering stakeholder feedback. In addition to surveys, focus groups and targeted community outreach efforts will launch in coming weeks with the following stakeholders:

- a. Board of Education members
  - b. school and district administrators
  - c. teachers and staff
  - d. families
  - e. students
  - f. educational partners, including teacher/staff organizations, post-secondary institutions, and the public library, among others
  - g. community partners including the Chamber of Commerce, LFUCG, and YMCA, among others
-