

Hickman County ESSER/ARP Plan

Summary of Plan's Construction (Meaningful Consultation)

On March 11, 2021, a third ESSER Fund (ARP ESSER) was authorized by the enactment of the American Rescue Plan (ARP) Act. This act includes more than \$2 billion dollars for Kentucky public schools. The ARP/ESSER funds will be spent over the course of a three year period. Hickman County Schools will receive \$1,657,738.00 from the American Rescue Plan Act. One requirement of the ARP Act is that 20% of these funds must be used to provide services that decrease the impact of learning loss caused by the COVID-19 pandemic and the resulting school closures. A second requirement is the collection of public opinion via a survey that was posted for completion on the Hickman County School's website. Hickman County School District conducted meaningful consultation with the community stakeholders through a variety of engagements. These engagements included school leadership committees, input from the Board of Education Stakeholders and the survey placed on the website asking for input from parents and community partners. Underrepresented populations gave input to the needs of the students as seen by the request for a bus and special education furniture. The Director of Special Education, who is a member of the committee, also gave input to the needs of these children as did parent representatives on the councils. Conversations were held with parents and community members, including a local pastor who represents our largest minority population. Hickman County is a persistent poverty county so the underrepresented populations gave input through the survey and through personal conversations. There is no civil rights organization in our county. The closest organization is 50 miles away, but we consulted with members of our diverse population for their input. The plan was sent to members and donors of this organization and input was considered in the plan. All events to include stakeholders were done prior to the writing of this plan. Hickman County does not have a civic organization. However, various leaders in the community such as judges, lawyers, police officers and church members have been consulted with their opinions on how the community has been impacted by the pandemic and the use of the ARP funds. Hickman County School's plan is listed below. Every effort to have meaningful consultation was completed. This survey revealed that the majority (63%) of respondents believe classroom supplies are a critical use for ARP funds. Other categories of high importance were (44%) educational technology, and (41%) facility improvements/construction programs. Another requirement for receiving funds from the ARP Act is that districts make their planned use of funds available for public viewing. The plan is linked on various Hickman County web pages and Facebook. The local paper published the plan as well.

Requirements for ESSER ARP Plan

Explain:

1. The extent to which and how funds will be used to implement prevention and mitigation strategies consistent with the Centers for Disease Control and Prevention guidance on reopening schools;
2. How the local education agency (LEA) will use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions;
3. How the LEA will spend the remainder of its funds; and

4. How the LEA 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. Additionally, plans must include relevant citations for each evidence-based practice listed in the plan, a description of how the district conducted meaningful consultation with the required stakeholders and how they took stakeholder feedback into account when crafting the plan.

Objective	Mitigation Strategy	Activities	Use of Funds
<p>Hickman County recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic.(KDE)</p>	<p>ARP ESSR funds will allow Hickman County School District to continue to implement prevention and mitigation strategies, as guided by local, state, and federal agencies (CDC, Health Department, and Emergency Management Department) in order to provide equitable access to learning. HCSD will take direction from remote learning plans, re-opening plan and leaning recovery/extended learning plan in order to safely open and operate the school for in person learning. This includes, but is not limited to, the purchase of materials and contract services that aid in the prevention of communicable disease: such as profession cleaning services, sanitation carts, thermometers, cleaning supplies, and any other materials or services that will aid in the prevention of the spread of communicable disease or an infectious agent (student mask training, student training on how to</p>	<ol style="list-style-type: none"> 1. Reduce teacher to student ratio 2. Foggers and chemicals 3. PPEs, signs and other building materials 4. Purchase and re-stock supplies for safety of students and staff 5. School nurse for healthy at schools initiative and supplies 6. Touchless water bottle stations 7. Furniture and hubs to increase social distancing 8. Contract tracing to be utilized 	<p>School Facility Improvement and Health</p> <p>\$1,326,190.40</p>

	<p>clean and disinfect, health and safety training for staff, etc.) As supplemental material, the purchase of individual student desks and chairs plus additional lunch tables and chairs, will be necessary if there is a need to socially distance, in order to serve the population. Additional busses will be purchased in order to reduce the student ratio per route. All buses will be equipped with air conditioning to improve the air quality and overall health/sanitary conditions. Also, the reduction of teacher to student ration with aid in social distancing.</p>	<p>9. Daily cleaning and disinfection of classrooms, gyms, restrooms, locker rooms, cafeteria, buses, etc.</p> <p>10. Intercom System/Security System</p> <p>11. Buses</p>	
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Objective	Strategy and Activities	Relevant Citations	Progress	Use of Funds
<p>In order for Hickman County to accelerate student learning as well as respond to the social, emotional and mental health needs of all students as a result of the COVID-19 pandemic, it is imperative that evidence-based strategies and practices that</p>	<p>What are your strategies for accelerating learning in all classrooms for all students (ex. Professional learning, identification of at-risk students, etc.)?</p> <p>Hickman County School District will use the funds it reserves under section 2001 € (1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as summer school (beginning June 2021) , with a focus on Literacy and Math enrichment or credit recovery. HCSD will restructure curriculum maps to address, guide and support students’ various graduation pathways in the form of credentialing, work-based learning, credit recovery, literacy and math enrichment, career and college readiness, EOC/WorkKeys/ASVAB/ACT test prep, student leadership and social-emotional learning. IT is HCSD’s intention to employ staff to support these education goals (Counselors, school psychologist, attendance specialist, additional special education staff and school resource officer), as well as integrated the services provided by local community agencies to supplement or</p>	<p>Include the citations for each of the evidenced-based practices listed.</p> <ol style="list-style-type: none"> 1. Reduce teacher to student ratio. https://eric.ed.gov/?id=ED540485 https://ies.ed.gov/ncee/pubs/20084021/research.asp 2. Use of technology-APEX Learning https://ies.ed.gov/ncee/pubs/20084021/research.asp 3. Use of technology-Star Reading & Math https://www.renaissance.com/ 4. Counseling to address SEL Research Support for School Counseling 5. Dual Credit/AP programs 	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan.</p> <ol style="list-style-type: none"> 1. Progress monitoring data, project based learning outcomes, pre and posttests, credit recovery 2. Apex reports 3. Progress monitoring data from all sources, pre and posttests, credits for students, RTI data, Growth rate in STAR, 4. Progress reports from counselors on SEL 5. Progress monitoring data 	<p>A) Monies address relevant citation numbers:1, 4, 5, 7, 9 \$132,108.79</p> <p>B) Addresses relevant citation #8 Professional Learning for teachers \$10,000.00 per year \$30,000.00 for 3 years</p> <p>C) Addresses #2, 3 Chromebooks and technology \$139,438.81</p>

<p>provide all students with grade-level content standards be utilized.</p>	<p>enhance a student’s education experience at HCSD.</p> <p>HCSD will continue to administer such assessments as STAR, CASE, KPREP and Transitions, during the Fall, Winter and Spring Sessions, to track progress, or to identify deficiency in the areas of Reading and Math. HCSD will also use progress reports, grade cards, EOC scores, attendance data and after-school programs/tutoring attendance to determine needs. Classes such as credit recovery and flex scheduling will be beneficial in providing additional intervention to those most impacted by COVID-19 learning loss, and students who perform below grade level in reading and math. Math and literacy rotations will be implemented throughout the school day to close the gaps. Because School Attendance impacts learning and social-emotional growth, the attendance specialist will aid in the success of students most impacted by COVID-19 learning loss. In collaboration the principals, attendance special, school resource officer and other local agencies will communicate with students, parents, administrators, teachers, staff and support</p>	<p>https://www.publicschoolreview.com/blog/the-benefits-of-dual-enrollment-programs</p> <p>https://www2.ed.gov/programs/slcp/finaldual.pdf</p> <p>6. Summer School</p> <p>https://ies.ed.gov/ncee/pubs/20084021/research.asp</p> <p>https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/508_Afterschool_Attendance_Works.pdf</p> <p>7. Simple Solutions Math Evidence For ESSA</p> <p>8. Professional Development https://ies.ed.gov/ncee/edlabs/regions/northe</p>	<p>for dual credit/AP programs, Enrollment data for each program, successful completion of each class or program</p> <p>6. ESS reports from summer school will monitor progress of students participating in program</p> <p>7. Pre and post test score comparisons</p> <p>8. Teacher reports from trainings, implementation</p>	<p>D) Tutoring addresses #6</p> <p>\$10,000.00 per year</p> <p>\$30,000.00 for 3 years</p>
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	<p>services to suggest or implement interventions when necessary, based on attendance data; including but not limited to after school tutoring, attendance intervention plans, support services offered by school, reverence to counselors and SRO pertaining to social-emotional services, safety or attendance. The principals and counselors will provide opportunities for student leadership throughout the year. Alternative tests such as the ASVAB and WorkKeys are options that may be available to students with the help of the administrators and counselors. Career and Work-Based Learning, Military Recruitment, FAFSA, transitional interventions, referral to support services (both in house and in the community), are alternative ways to address learning loss in conjunction with the traditional methods we employ, such as tutoring, summer school, learner-centered curriculum, and credit recovery. HCS D will make available to all student, especially those most affect by the COVID-19 learning loss, support services and programs. In collaboration with HCS D’s community partners, will identify those most in need through referrals, and provide opportunities</p>	<p>ast/Professional Learning</p> <p>The Impact of Professional Development on Student Achievement as Measured by Math and Science Curriculum-Based Assessments (unt.edu)</p> <p>9. Reducing stress by engaging students in career pathways that allow for hands on learning</p> <p>The Forgotten Middle: Ensuring That All Students Are on Target for College and Career Readiness Before High School - Executive Summary (act.org)</p>	<p>plans for things learned at conferences, frequent feedback sessions with teachers, admins</p> <p>9. Enrollment of students into pathways, data from completion, scheduling, progress monitoring data from problem based initiative</p>	
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for student and their families to access support services. HCSD will continue to provide students opportunities to participate in counseling, mentoring and social –emotional learning groups. Programs such as DARE, anti-bullying campaign and school/community safety will be provided for by the SRO. The family resource center and SRO may collaborate with community agencies to provide school the school community with resources that provided basic needs such as food, shelter, clothing and transportation. Students will be tracked on their progress and growth through individual success plans (which includes data and feedback from all staff and their learnings plans will be adjusted and modified based on identified needs.

HCSD will determine its most important educational needs as a result of COVID-19 by analyzing existing and future data from a variety of sources: STARS, EOC, grades, progress reports, attendance data, learning style inventories, career interest inventories and student success plans. Data will guide instructional practices with in the classroom and interventions will be provided for

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students identified as deficit in any content area, particularly reading and math. After school tutoring will be made available to students and progress will be tracked to ensure the effectiveness the interventions in place.

Dual Credit/AP classes will be offered by MSU adjunct professors to accelerate learning and prepare students to advance to postsecondary pathways.

Summer School will be offered following the last day of school for students in need of credit recovery, who wish to engage in enrichment activities or who are in need of literacy and math intervention.

The use of technology will be used to accelerate leaning amongst all learners from AP to special needs to at risk students. Chromebooks will be purchased for every student fourth grade and up with mobile lab for each classroom K-3. Teachers will also have their own laptop with camera to enable them to connect with their students whether in the classroom or virtually. Each

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classroom with be equipped with instructional interactive televisions.

Various guest speakers who are trained to speak to student and/or staff on mental health subjects such as suicide prevention, not turning to drugs or alcohol, reducing stress, and coping a COVID world. Hiring consultants to provide mental health services to students who exhibit serious mental health issues.

Professional Development for administrators and teacher leaders to build capacity in our district to address learning loss Stipends for teachers to attend professional development on effective teaching strategies and planning to learn how to address learning loss with the students and how to address the social and emotional needs of their students. Includes conferences registration and travel expenses.

