



### **Russell Independent Schools ARP-ESSER III Plan**

The creation of this plan came from data collected from various stakeholder groups through an online survey. The online survey was sent out to gather input to make sure all stakeholder groups were able to give feedback regarding the ARP-ESSER III funding plan. The stakeholder groups were placed in four categories. At the close of our survey we had over 700 responses to our survey. They are as follows:

1. **Community, Parent, and Student Group**—We had 627 response responses from our community, parent, and student groups. Two of the main areas of emphasis was social emotional / mental health needs of students and student engagement. We work with our local mental health agency (Pathways) and have a full time mental health professional on site. Our plan lays out areas to address student / teacher ratio and providing resource materials to assist our students. We also have two full time RN/LPN certified staff members that are available each day to assist our students and staff.
2. **District faculty and staff Group including KEA / REA (Russell Education Association) input**—We had 177 responses from our faculty / staff group. A lot of emphasis was placed on providing instructional resources for our student groups and decreasing the class sizes for additional remediation. Also, providing funds for appropriate professional learning for our teaching staff to meet the needs of our at-risk student population. Technology was another area of emphasis in making sure the school(s) are equipped with appropriate technology in case of another work stoppage similar to pandemic in previous year.
3. **Representative from Prichard Committee (Civil Rights Organization)**—We had a representative of the Prichard Committee attend and speak to our board of education at our regular June meeting regarding the utilization of the ARP / ESSER III funds. We had 753 responses between our parent/guardian, staff, and other community member categories on our survey regarding this area. Also, after consulting with other Northeast superintendents and what they were planning to do regarding minority population we integrated some of their suggestions into our plan. Our minority population is less than 1% in our district, so suggestions from outside districts with a larger population was very helpful.

4. ***Historically disadvantaged groups (Title I program / DPP assist)*** —We had 627 responses from our students, parents/guardian, and community members. We collaborated with our DPP and planned to focus on summer programming, additional teachers, provide free breakfast/lunch for the 2021-22 school year, and provide appropriate health professionals to support our teachers and staff.

**Our plan is detailed in the chart below and includes the following information:**

- **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.**
  - *Additional staff, cleaning supplies, and adhering to CDC guidelines and support to prevent additional outbreaks in our schools.*
- **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.**
  - *Funding updated curriculum and textbooks, tutoring both before / after school, professional development for staff, and reduced class sizes. All to support students who have regressed due to the COVID-19 pandemic. All resources will assist in our faculty, staff, and students returning to in-person learning.*
- **How the LEA will spend the remainder of its funds?**
  - *Attached in the chart below is the estimated costs for the resources to be utilized from the fall semester of 2021 through potentially the 2024 academic year. These costs are estimates and subject to change based on staff and student need.*
- **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.**
  - *Summer school, before / after school programs, credit recovery, transportation, professional development of staff, providing health professionals, etc. All of these resources will be utilized in the smooth transition of our students returning to in-person learning.*

<b>Timeline</b>	<b>Strategy</b>	<b>Evidence Based Citation</b>	<b>Est. Cost \$</b>
2020-24	Hire an additional instructional interventionist (4 Total) for each K-12 school to focus on Reading / Math gap closure and recoupment	Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell’s Leveled Literacy Intervention system (LLI).Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: <a href="https://eric.ed.gov/?id=ED544374">https://eric.ed.gov/?id=ED544374</a>	\$653,165

	of knowledge/skill.	Kidron, Y., and Lindsay, J. (2014). The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review (REL 2014–015). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved from <a href="http://ies.ed.gov/ncee/edlabs">http://ies.ed.gov/ncee/edlabs</a>	
2021-24	Summer School Opportunities for Credit Recovery to include Elementary, Intermediate, Middle, and High Schools.	Alexander, K., Pitcock, S., & Boulay, M. C. (Eds.) (2016). <i>The summer slide: What we know and can do about summer learning loss</i> . New York: Teachers College Press. Retrieved from <a href="https://eric.ed.gov/?id=ED572666">https://eric.ed.gov/?id=ED572666</a>  Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. <i>Journal of Staff Development</i> , 34(6), 46–49. Retrieved from <a href="https://learningforward.org/docs/default-source/jstd-december-2013/browne346.pdf?sfvrsn=2">https://learningforward.org/docs/default-source/jstd-december-2013/browne346.pdf?sfvrsn=2</a>  Kim, J. S., & White, T. G. (2011). Solving the problem of summer reading loss. <i>Phi Delta Kappan</i> , 92(7), 64–67. Retrieved from <a href="https://scholar.harvard.edu/files/jameskim/files/prof_pub-pdk-white-2011-summer_loss.pdf?m=1368105328">https://scholar.harvard.edu/files/jameskim/files/prof_pub-pdk-white-2011-summer_loss.pdf?m=1368105328</a>	\$40,000
2021-24	Expansion of technology and updated equipment across the district (i.e. infrastructure, hardware, and additional individual devices such as Chromebook and iPads.	Margolin, J., Pan, J., & Yang, R. (2019). Technology use in instruction and teacher perceptions of school support for technology use in Iowa high schools (REL 2019–004). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from <a href="https://ies.ed.gov/ncee/edlabs">https://ies.ed.gov/ncee/edlabs</a> .  Tugun, V. (2018). Impacts and Opinions on the Technology Self-Sufficiency of the Students who are Coding Education in the Flipped Classroom Adapted to the ARCS Motivation.  Corry, M., & Carlson-Bancroft, A. (2014). Transforming and turning around low-performing schools: The role of online learning. <i>Journal of Educators Online</i> , 11(2). Retrieved from <a href="https://eric.ed.gov/?id=EJ1033256">https://eric.ed.gov/?id=EJ1033256</a> Borup, J., West, R. E., Graham, C. R., & Davies, R. S. (2014). The Adolescent Community of Engagement framework: A framework for research on adolescent online learning. <i>Journal of Technology and Teacher Education</i> , 22(1), 107–129. Retrieved from <a href="https://eric.ed.gov/?id=EJ1025086">https://eric.ed.gov/?id=EJ1025086</a>	\$380,000
2021-24	Purchase of new textbooks in academic content areas to assist with GAP closure (i.e. Math, Science, English, Literacy, History, and Health)	Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell’s Leveled Literacy Intervention system (LLI). Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: <a href="https://eric.ed.gov/?id=ED544374">https://eric.ed.gov/?id=ED544374</a>	\$400,000
2021-24	Retention of six instructional teaching positions, two preschool teaching positions and one Reading	Kidron, Y., and Lindsay, J. (2014). The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review (REL 2014–015). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved from <a href="http://ies.ed.gov/ncee/edlabs">http://ies.ed.gov/ncee/edlabs</a>	\$1,311,948

	Recovery Teacher to assist with enrollment decline during the COVID-19 pandemic.		
2021-24	Disease mitigation supplies and equipment to prevent the spread of illness and variants of COVID-19.	Mitigation Guidance for COVID-19 Consideration for Reopening Schools <a href="https://education.ky.gov/comm/Documents/Reopening%20Guidance%20%20051520kf_tkt%20421pm%20TM.pdf">https://education.ky.gov/comm/Documents/Reopening%20Guidance%20%20051520kf_tkt%20421pm%20TM.pdf</a>	\$40,000