

# ARP ESSER LEA Plan for Barbourville Independent School District

## Rational/Methodology

The Barbourville Independent School District has conducted a variety of needs assessments from all significant stakeholders, which included but were not limited to: student progress, the need for accelerated learning sessions, anticipated participation, staff resource needs, professional learning needs, a needs review for both the facility as well as social, emotional, and mental health programs reviews, safety needs for compliance and safe return to school.

Parent, student, and educator surveys were all employed, and multiple parental and student communication opportunities were provided. The administrative team worked hand-in-hand with the specialists who assist students who are visually or speech impaired. Discussions with administration, consultation with local K.E.A. representative, and Board of Education reviews/discussions helped determine the needs for the Barbourville Independent School District. The Barbourville Independent School District searched for any Civil Rights Organizations in our area for input but found none. We were able to work with K.C.E.O.C., a community action organization that serves historically underprivileged children, and U.N.I.T.E., which works with parents and students recovering from drug addiction. Results of all consultations, discussions, surveys, and open meetings have led our district to prioritize the ARP ESSER Plan as follows and **the remainder of ARP ESSER funds will be used on the following:**

## Learning Loss/Instruction

- **Attendance Specialist** who will communicate and work directly with parents and students who are truant, have had attendance issues in the past, or are on the borderline of being truant will be employed
- **Additional Tutors/Interventionist** to assist with learning loss during the school day will be hired
- **Additional Part-Time P.E./Wellness Teacher was hired** to provide additional opportunities for students desiring to enter Physical Education/Wellness-related fields of study or career; the need was repeatedly referenced in Parent and Student Surveys.
- **P.B.I.S. Material & Training** to assist with Social, Emotional, and Mental health

## \*Citations of evidence-based instruction for Positive Behavior Interventions and Support:

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an [evidence-based three-tiered framework](#) for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful.

PBIS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behavior through systems change. When implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feels more effective.

Systems

The way schools operate is their foundational systems. In PBIS, these systems support the accurate, durable implementation of practices and effective data to achieve better outcomes. When it comes to systems, ask yourself: What can we do to sustain this over the long haul?

Data

Schools generate multiple pieces of data about students every day. Within the PBIS framework, schools use data to select, monitor, and evaluate outcomes, practices, and systems across all three tiers. When it comes to data, ask yourself: What information do we need to make effective decisions?

Practices

The key to improving outcomes is the strategies to support students at every level. In PBIS, these interventions and strategies are backed by research to target the results schools want to see. When it comes to practices, ask yourself: How will we reach our goals?

Outcomes

The outcomes from PBIS are what schools achieve through the data, systems, and practices they put in place. Families, students, and school personnel set goals and work together to see them through. In PBIS, outcomes might be improved student behavior or fewer office discipline referrals. When it comes to outcomes, ask yourself: What is vital to each learning community.

<http://www.midwestpbis.org/>

<https://www.pbis.org/pbis/getting-started>

- **Virtual Academy Instructor will be hired** to work with students who require credit/content recovery, specifically targeting at risk populations
- **StudySync Program**

## \*Citations of evidence-based instruction for StudySync:

Barbourville Independent School will use the StudySync program to fill the instructional gaps left after COVID and target our students who are struggling with mastering ELA standards. This program will also offer components to help increase the rigor of ELA instruction for academically gifted students.

StudySync is a rigorous, culturally relevant content that ignites a love of literature in all students. It is an integrated print and digital ELA curriculum for grades 6–12 that is used in multiple implementation models, both online and off. An easy-to-use, multimedia-rich curriculum, *StudySync* brings excellent literature to life and supports student exploration in the classroom and beyond.

It is the only ELA curriculum to provide a learning environment that purposefully evolves to meet the specific needs of middle and high school ELA classrooms, focusing on building strong, skills-based foundations at 6–8, and providing flexible instructional choice for teachers and a guided path towards independent critical thinking and analysis skills for students at 9–12.

StudySync's integrated reading and writing routines hone language and reading comprehension skills as students analyze and respond to increasingly complex texts.

<https://www.mheducation.com/prek-12/program/MKTSP-ROA01M0.html>

- **Odysseyware** licensing, program, and materials for virtual instruction
- **Summer Academy was held in the summer of 2022** to allow for a re-cap and/or credit recovery of major curriculum
- **Programs, Materials, & Instructors** for the Summer Academy
- **Reading Mastery Transformations** licensing, program, and materials
- **NWEA MAP Diagnostics, Growth, and Recovery**
- **T.C.I.** to help address science learning loss during COVID

**\*Citations of evidence-based instruction for Reading Master Transformations:**

*Reading Mastery*, an evidence-based Direct Instruction program, is a comprehensive K–5 reading intervention program proven to raise reading performance for a wide range of students, including special populations. Educators use *Reading Mastery* to explicitly and systematically teach critical foundational literacy skills and how to read, comprehend, and write a narrative and informational text of increasing complexity—while building oral language fluency skills.

Direct Instruction programs like *Reading Mastery* deliver a learning experience that transforms all learners into confident, successful scholars. The content and materials of its comprehensive solution provide educators with the instructional framework required to achieve mastery. Lessons are delivered using consistent, proven techniques. Learners are met at their instructional level. The balance of review and new content also provides an opportunity to link the new skill with other related skills.

*Reading Mastery* equips educators to help all learners achieve substantial results. The innovative Solution provides

1. Integrated reading, language arts, and spelling instruction.
2. Point-of-use professional learning.

3. Online assessment and reporting.
4. Just-in-time remediations.

The direct instruction method's frequent student/teacher interactions provide multiple successes in every lesson, decreasing classroom disruptions and increasing student engagement, success, and confidence.

<https://www.mheducation.com/prek-12/explore/research/literacy.html#rm>

<https://www.mheducation.com/prek-12/program/microsites/MKTSP-UQV01M01.ensures-mastery.html>

### **Citations of Evidence based use of NWEA/Map & TCI**

[https://www.nwea.org/uploads/2022/12/CSSP-Brief\\_Progress-toward-pandemic-recovery\\_DEC22\\_Final.pdf](https://www.nwea.org/uploads/2022/12/CSSP-Brief_Progress-toward-pandemic-recovery_DEC22_Final.pdf)

<https://www.teachtci.com/distance-learning-with-tci/>

<https://www.teachtci.com/science/middle-school-science/>

<https://www.teachtci.com/teacher-success-stories/>

### **Remainder of Funds will be used for Prevention and Mitigation Strategies in the following ways:**

- **HVAC Air Filtration System Replacement** assist with airflow and clean air
- **Sanitation Equipment, Supplies, and Personnel** as recommended by the C.D.C.
- **Digital Information Presentation Equipment** recommended by all stakeholders
- **Playground Equipment and Supplies** to increase social distancing as recommended by the C.D.C.
- **Board Owned Vehicle** for delivery of meals in case of long-term closure and to complete home visits concerning attendance issues due to COVID-19.

### **Prevention and Mitigation Strategies**

As detailed in the above ARP ESSER Plan, Barbourville Independent School District will implement prevention and mitigation strategies consistent with C.D.C. guidance on reopening schools. Found under Learning Loss/Instruction are a variety of evidence-based interventions which address all academic loss of instructional time, recovery of credits, and gaps in educational learning resulting from COVID-19. Under the same heading are plans to address our students' social, emotional, and mental health through additional staffing and the Positive Behavior Program (P.B.I.S.).

