



ARP ESSER LEA Plan
Shelby County Public Schools
Updated for the 2022-23 School Year

Part 1 - Reopening Schools

The Shelby County Public Schools district will use the ARP ESSER funds to ensure compliance with the CDC Guidelines for reopening schools in the following ways:

- SCPS will employ 3 additional nurses to ensure that each school has a full-time nurse to monitor wellness among students and staff.
- SCPS will extend the contract days for District Health Coordinator to address increased health needs due to COVID-19.
- An indoor air quality study will be performed at buildings across the district and necessary repairs will be made to optimize air quality, ventilation, and air exchange..

Part 2 - Academic

The Shelby County Public Schools district will use the ARP ESSER funds to address the academic impact of lost instructional time through the implementation of evidence-based instructional practices.

- All elementary schools will host Expedition IL3 learning sessions during the summers of 2021 and 2022. These learning opportunities will include targeted instruction in reading and mathematics in addition to inquiry-based learning. The learning sessions will occur for up to 5 weeks for 3 hours per day. Evidence-based instructional practices in elementary Expedition IL3 sessions include:
 - Lexia Core 5 (Adaptive Learning System for Reading)
 - Dreambox (Adaptive Learning System for Math)
 - Fountas and Pinnell Guided Reading
 - Reading Recovery
 - Strategic Instructional Model for Reading



- All middle and high schools will host Expedition IL3 learning sessions during the summers of 2021 and 2022. These learning opportunities will include targeted instruction in reading, mathematics, social studies and science. The learning sessions will occur for up to 5 weeks for 3 hours per day. Evidence-based instructional practices in middle and high school Expedition IL3 sessions include:
 - Reading Plus (Adaptive Learning System for Reading)
 - Dreambox (Adaptive Learning System for Math)
 - APEX Learning for Reading, Math, Social Studies and Science

Part 3 - Remainder

The Shelby County Public Schools district will use the remainder of its ESSER funds in the following ways:

- All schools will receive additional teacher allocations to assist in accelerated learning by offering opportunities to recover lost instructional time through small group and individual instruction.
- Floor scrubbers will be purchased to maintain the cleanliness of our buildings; two automated floor scrubbers will be purchased because the pandemic has led to a labor shortage, particularly with lower paying positions such as custodians.
- Students are using technology more frequently and in different ways due to the impact of Covid-19. Devices for students and teachers, classroom technology, and connectivity will be addressed to ensure all students can learn effectively.
- In order to address the changing needs in personalization for staff and students in the future, SCPS will work with Studer Education to conduct a comprehensive needs assessment, create a strategic leadership plan and implement systems of accountability during the implementation of the plan.
- COVID-19 impacted students differently at each school, therefore, the district will allocate \$150/student to each school to assist in learning acceleration.



Part 4 - Social Emotional Learning

The Shelby County Public Schools district will use the ESSER to ensure that interventions address the academic impact of lost instructional time and respond to academic, social, emotional and mental health needs of all students in the following ways:

- All schools will create a plan for family engagement and support including home visits for all students and community-based family academies. Each staff member will receive a \$2,000 stipend for participation in this family engagement plan.
- Based upon feedback from parents and caregivers, SCPS will investigate evidence-based practices for social-emotional learning (curriculum, staffing, professional learning)
- Teachers and an additional administrator will be added to our Ascension alternative program. Pre-COVID-19, our alternative school only had two teachers, and around ten total student enrollments. Coming out of the pandemic; however, many of our students who already struggled with social and emotional issues have seen a drastic spike in behaviors. As a result, alternative school enrollment has spiked, and we have needed to hire a principal to run the school, and hire two additional teachers to take on the influx of students.

Part 5 - Budget

SCPS was awarded \$9,146,547 in ARP ESSER funds. Of that amount, at least \$1,829,309 will be allocated to address needs related to lost instructional time as described in **Part 2 - Academic**, above.

Remaining funds will be allocated to:

- Known/planned needs summarized in **Part 1-Reopening Schools**, above
- Additional needs identified as the Covid-19 situation evolves throughout the next two years including but not limited to sanitization, air quality/ventilation, PPE, and health services
- Activities described in **Part 3- Remainder**, above



- Needs identified in **Part 4-Social Emotional Learning**, above
- Additional priorities identified through analysis of the results of the meaningful consultation with stakeholders and the changing needs of our students

Indirect costs to the extent permissible by the federal government will be budgeted for the ARP ESSER grant.

Part 6 - Meaningful Consultation

While planning the budget for the use of ESSER funds, the Shelby County Public Schools district engaged in meaningful consultation with stakeholders to determine the focus of the plan and the expenditure of funds as follows:

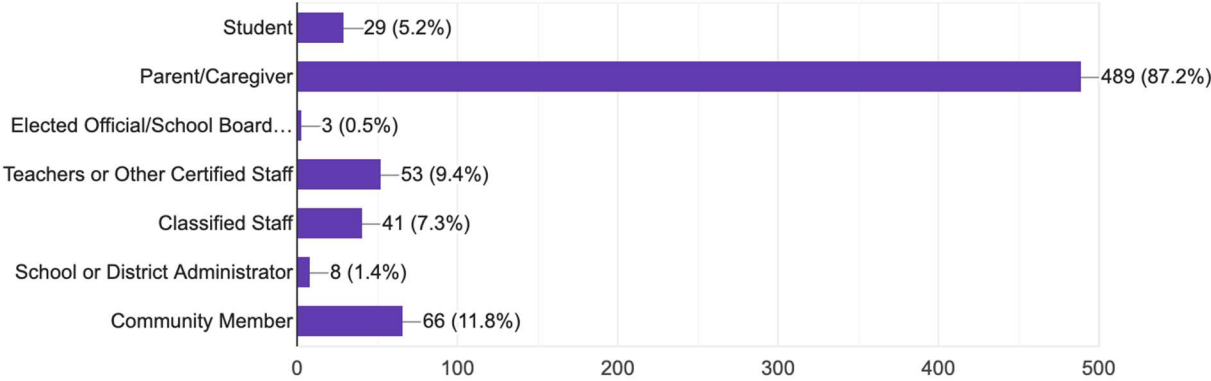
The district conducted a [survey of the students, staff, parents, and community](#) in Shelby County, Kentucky. Additionally, a [second survey](#) was sent specifically to the families of historically disadvantaged students (Exceptional Children, Minority and Free and Reduced Lunch Families) with over 120 responses. Superintendent Dr. Sally Sugg and Deputy Superintendent John Leeper attended a meeting of the local NAACP chapter to discuss the ESSER plan for SCPS on September 2, 2021. Feedback was received with additional ideas provided by the membership of the local chapter. Below are so screen shots of the initial survey results.



Below, please indicate what role applies to you. Check as many as apply.



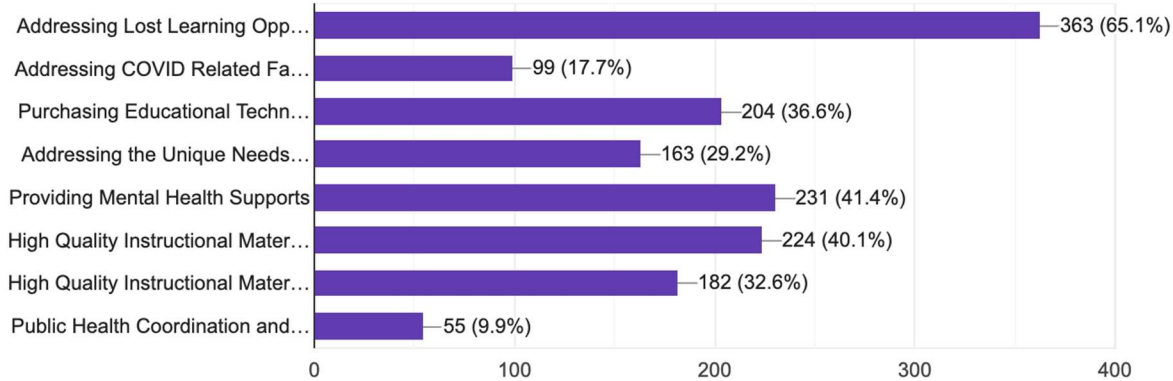
561 responses



Which of the following areas, as required by ESSER, present the greatest need in SCPS related to the spending of ESSER funds?



558 responses



Which of the following areas, as required by ESSER, present the greatest need in SCPS related to the spending of ESSER funds?

- Addressing Lost Learning Opportunities
- Addressing COVID Related Facility Needs and Maintenance/Infrastructure
- Purchasing Educational Technology
- Addressing the Unique Needs of Special Populations (English Learners, Exceptional Children, etc.)
- Providing Mental Health Supports
- High Quality Instructional Materials for Math
- High Quality Instructional Materials for Early Literacy
- Public Health Coordination and Protocols



[Survey and Questions are linked here.](#)

[Survey results are linked here.](#)

A summary of the results are found in the following bullet points:

- 29% of the 637 respondents selected addressing the unique needs of special populations (i.e English Learners, Exceptional Children, etc) as a top priority.
- Parent comments focus on lost learning opportunities , mental health supports, assistance with math and newer educational technology devices.
- Teacher comments focus on mental health supports for students and adults, additional teachers and instructional assistants and high quality instructional materials.
- Classified staff comments covered a variety of items.
- Student comments focus on lost learning opportunities, mental health supports and more teachers to reduce class sizes
- Community member comments focus on tutoring for lost learning opportunities in math and reading and educational technology.
- Administrator comments focus on the need for mental health support for students and adults, additional staff to address lost learning opportunities and some facilities needs.
- A small number in each group suggested a review of the air handling systems.
- Superintendent, Dr. Sally Sugg conducts monthly meetings with the leadership of the Shelby County Education Association, our local chapter of KEA.
- Superintendent, Dr. Sally Sugg and her leadership team will meet with local civil rights leaders in September to receive feedback on our ESSER Plan.

LEA Points of Contact

Dr. Sally Sugg, Superintendent

Dr. Adam Hicks, Assistant Superintendent of Curriculum, Assessment, and Instruction

Mrs. Jill Tingle, Assistant Superintendent of Operations



Mrs. Susan Barkley, Chief Financial Officer

Evidence-Based Citations

APEX Learning

Competency-Based Education

Dreambox

Wang, H., & Woodworth, K. (2011a). Evaluation of Rocketship Education's use of DreamBox Learning's online mathematics program. Menlo Park, CA: SRI International.

Wang, H., & Woodworth, K. (2011b). A randomized controlled trial of two online mathematics curricula. SREE fall 2011 conference.

Fountas & Pinnel Guided Reading

Ransford-Kaldon, C. R., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotzky, T., Huang, Y., & Gallagher, B. (2010). Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas & Pinnel's Leveled Literacy Intervention System (LLI). 2009-2010. Center for Research in Educational Policy (CREP). Retrieved from <http://eric.ed.gov/?id=ED544374>

Lexia Core 5

Hurwitz, L.B., & Vanacore, K.P. (2020). Impact of the Lexia® Core5® Reading program on students with reading and language impairments. Concord, MA: Lexia Learning Systems LLC, a Rosetta Stone company.

Reading Plus

impact

Spichtig, A. N., Gehsmann, K. M., Pascoe, J. P., & Ferrara, J. D. (2019). The

of adaptive, web-based, scaffolded silent reading instruction on the reading achievement of students in Grades 4 and 5. *The Elementary School Journal*, 119(3), 443-467.



Reading Recovery

May, H., Sirinades, P., Gray, A., & Goldsworthy, H. (2016). Reading Recovery: An Evaluation of the Four-Year i3 Scale-Up; A Research Report. University of Delaware Center for Research in Education & Social Policy.

Pinnell, G., Lyons, C., DeFord, D., Bryk, A., & Seltzer, M. (1994). Comparing instructional models for the literacy education of high-risk first graders. *Reading Research Quarterly*, 29 (1), 9-39.

Strategic Instructional Model (SIM)

Cantrell, S., Almasi, J. F., Carter, J. C., Rintamaa, M., & Madden, A. (2010). The Impact of a Strategy-Based Intervention on the Comprehension and Strategy Use of Struggling Adolescent Readers. *Journal Of Educational Psychology*, 102(2), 257-280.

Corrin, W., Lindsay, J. J., Somers, M-A., Myers, N. E., Myers, C. V., Condon, C. A., & Smith, J. K. (2012). Evaluation of the Content Literacy Continuum: Report on program impacts, program fidelity, and contrast. (NCEE2013-4001). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Faddis, B., Beam, M., Maxim, L., Vale Gandhi, E., Hahn, K., & Hale, R. (2011). Portland Public Schools' Striving Readers Program Year 5 evaluation report. Portland, OR: RMC Research Corporation.