



## ARP ESSER LEA Plan Shelby County Public Schools

### **Part 1 - Reopening Schools**

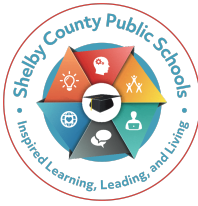
The Shelby County Public Schools district will use the ARP ESSER funds to ensure compliance with the CDC Guidelines for reopening schools in the following ways:

- 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 to determine if improvements are needed.
- Staff will disinfect each school and school bus daily using misting machines.
- Hand sanitizer will be available at entry/exit points in the buildings and on buses.
- PPE will be purchased as necessary.

### **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)

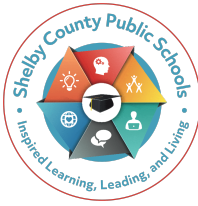


- Dreambox (Adaptive Learning System for Math)
  - Fountas and Pinnell Guided Reading
  - Reading Recovery
  - Strategic Instructional Model for Reading
- All middle and high schools will host Expedition IL3 learning sessions during the summers of 2021 and 2022. These learning opportunities will include 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
  - All teachers will participate in personalized professional learning strands that are specific to evidence-based instructional practice related to mastery learning, metacognitive strategies, and competency-based education. (2021-2022; 2022-2023)
    - 400 Teachers - Foundations of Thinking Strategies
    - 100 Teachers - Competency-Based Education

### **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.
- Due to COVID-19, some students with Individualized Education Plans (IEPs) were unable to receive all of their services. The district will provide compensatory services for those students.

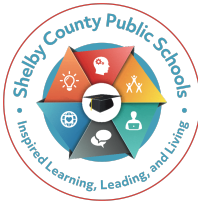


- Due to the COVID-19, the local workforce has decreased. SCPS students lost opportunities to participate in work-based learning during the COVID-19 time period. SCPS will employ a Work-Based Learning Coach to connect high school students to local business and industry partners to increase opportunities for internships and future careers.
- 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)



- Students choosing virtual learning opportunities need additional support in Social Emotional Learning and academic advising. SCPS will supplement the salary of a counselor/social worker at Cultivate Virtual Learning Academy.

## **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:

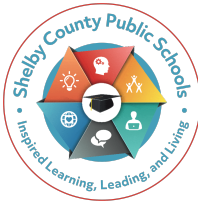
- Known/planned needs summarized in **Part 1-Reopening Schools**, above
- Additional needs identified as the Covid-19 situation evolves throughout the next two years including but not limited to sanitization, air quality/ventilation, PPE, and health services
- Activities described in **Part 3- Remainder**,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

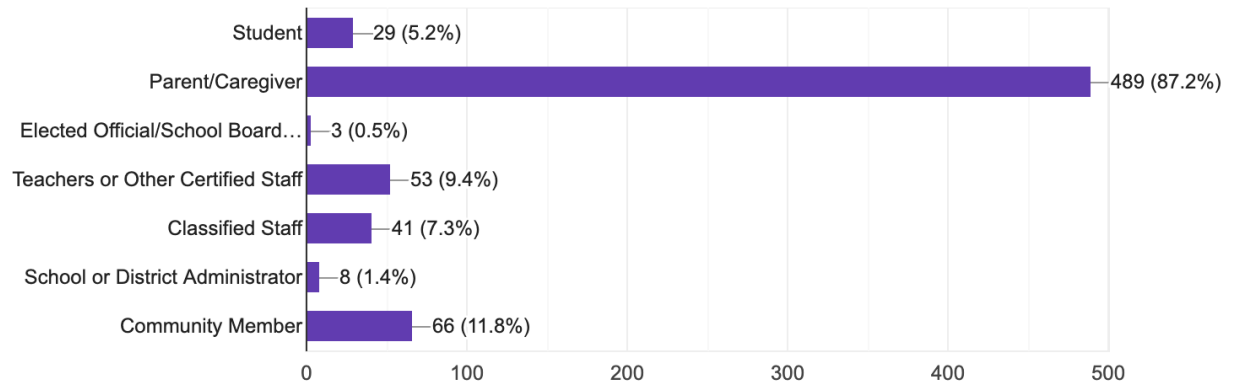
The district conducted a [survey of the students, staff, parents, and community](#).



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



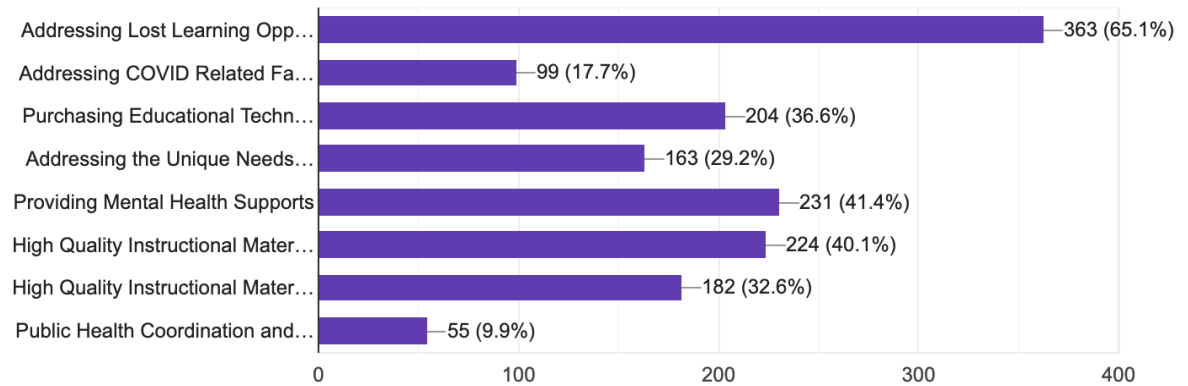
561 responses



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



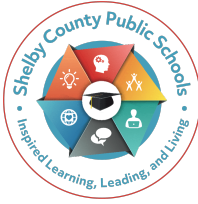
558 responses



[Survey results are linked here.](#)

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

- 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 supports 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.*

### **LEA Points of Contact**

Dr. Sally Sugg, Superintendent

Mr. John Leeper, Deputy Superintendent & Director of Personnel

Mrs. Jill Tingle, Chief Operations Officer

Mrs. Susan Barkley, Chief Financial Officer

Mrs. Susan Dugle, Chief Academic Officer

### Evidence-Based Citations

#### APEX Learning

#### Competency-Based Education

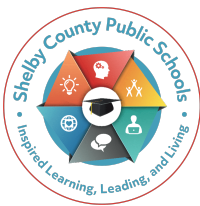
#### Dreambox

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., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). Implementation of Effective Intervention: An



Empirical Study to Evaluate the Efficacy of Fountas & Pinnell'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

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

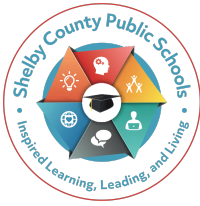
May, H., Sirinades, P., Gray, A., & Goldsworthy, H. (2016). Reading Recovery: An Evaluation of the Four-Year Scale-Up; A Research Report. University of Delaware Center for Research in Education & Social Policy.

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., 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., Egan, K., & Hale, R. (2011). Portland Public Schools' Striving Readers Program Year 5 evaluation report. Portland, OR: RMC Research Corporation.

### Thinking Strategies