

ARP ESSER Plan

Franklin County Public Schools

Part 1:

Franklin County Public Schools will use the ESSER III funds to ensure compliance with the CDC Guidelines for reopening schools in the following ways:

Our district has worked diligently to ensure that each facility has the necessary equipment/devices so that staff and students are all able to return to a healthy work environment as detailed by the CDC. The only remaining purchase would be additional masks for staff and students. ARP funds will be used for this need.

Reopening plan posted on Franklin County's webpage.

Part 2:

Franklin County Public Schools will use the ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions.

In order to gather meaningful feedback from all stakeholders, a survey was created and sent to all staff, students and community members. The survey was also posted on our district's webpage and twitter accounts.

The survey asked four questions:

- *Students are returning to school for the Fall 2021 school year. What are things needed that will help make this a smooth transition?*
- *How can our district respond to the academic, social, emotional and mental health needs of all students?*
- *What are some ways that our district can address academic needs of students due to lost instructional time?*

- *What other needs would you like considered?*

We were excited to have received over 200 responses to the survey (71.8% Parent, 21% Teacher, 1% Community and 5.5% Other) The results of the survey were shared with district administrative staff, directors and principals for planning purposes. Overwhelmingly, the common area that was mentioned was addressing the social, emotional health of students returning to the classroom. Additionally, many parents expressed concern with how the school will address the academic impact that was created as a result of COVID.

Additionally, our district was able to consult through an in-person meeting with Franklin Center for Innovation. Included in this meeting was the Executive Director/Associate Professor for Center for Economic Education and Financial Literacy at Kentucky State University, a member from Race Relations Frankfort and President of our local Kiwanis organization. Our district was excited to learn of opportunities that could be created and supported that would represent our minority population. We discussed how ESSER funds could be used to increase educational experiences and opportunities.

Also, our district contacted directly the president of Frankfort's Teachers Association to ensure that feedback was gathered and heard from this organization.

In addition to the survey results, our district created a google form where schools and/or district departments could request a purchase using ARP funds that were congruent with the guidance of these funds. On this form, schools/departments had to identify how student achievement will be impacted. A district committee will meet regularly with schools to monitor these identified measures of achievement. Next steps will be discussed and supported based on this data.

With the survey results, the review of the requests, a spending plan was created in order to prioritize the use of these funds and how the impact will be monitored. With school starting in early August, we knew we had to get started right away.

A few of the identified purchases that will significantly impact student achievement is the creation of additional personnel at the school level. For example, reading/math interventionist positions were created at the middle/high school levels, credit recovery interventionist , instructional coach at the elementary level and 28 highly trained literary aide positions-- these are just a few positions that will directly impact student achievement. These literacy aides will follow the Jan Richardson guided reading plan and other resources from Jan Richardson <http://www.janrichardsonguidedreading.com/research>

Our district has reviewed multiple ways to respond to complex social emotional needs of our students and staff. We were pleased to purchase and adopt a K-12 social emotional curriculum (Character Strong) that will be implemented in all of our schools. Also, through these funds, we

were able to increase the number of social workers that will be at the school level.
<https://characterstrong.com/about/proven-process>

Part 3:

Franklin County Public Schools will use the remainder of its ESSER III funds in the following ways:

The spending plan in GMAP for ARP will reflect the additional use of these funds. This spending plan is due August 31, 2021.

**This list was updated on November 14, 2022 to reflect the spending for ARP ESSER (III) funds.*

Below are some additional considerations:

Public Relations Consultant: District-wide

- Amount: \$19,000 (consultant)
- Amount: \$10,000 (General Supplies)

Virtual Academy

- Amount: \$616,838.66

Certified Staff

- Amount: \$656,000.34

Certified Stipends

- Amount \$661,710.19

Classified Stipends

- Amount: \$531,010.19

Classified Salaries

- Amount: 2,721,600 (Literacy Aides)
- Amount: 1,088,000 (Social Workers)

General Supplies (\$1,900,000)

- Student school supplies: \$400,000
- Literacy Aide Support: \$500,000
- All schools: \$1,000,000

Other Professional Services(\$1,220,000)

- Equity Consultant: 20,000
- Interpreter Services: 200,000
- Professional Consultant for Leadership: 1,000,000

Supplemental Books, Study Guides, Curriculum

- Amount: \$500,000

Supplies-Technology

- Amount: \$146,867.50

Part 4:

Franklin County Public Schools will use the ESSER III funds 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:

Our district will utilize iReady

(<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf>) as our universal screener grades K-8 to help identify students that may possibly need intervention support due to academic impact of lost instructional time.

Schools will then be able to implement their evidence based resources/interventions to help serve and support students' academic and social emotional needs.

<https://charts.intensiveintervention.org/ascreening>

This structure will be monitored through the student success team meetings (SST meetings) where data is monitored and next steps discussed to improve student achievement and behavior.

Our district has provided quality training to schools in the process of MTSS. Each school submitted a MTSS plan that outlines what this structure looks like within their own school and what evidence-based interventions are used to support student learning. Through the use of ESSER funds, our district was able to provide additional resources and training for schools to use. Additionally, our district was very pleased to have been able to offer training in these intervention programs so that staff members will be able to implement it with fidelity. Schools are encouraged to use modules from What Works Clearing House for evidence-based interventions <https://ies.ed.gov/ncee/wwc/PracticeGuide/12>

Additionally, Aims Web

<https://www.pearsonassessments.com/professional-assessments/digital-solutions/aimsweb/about.html>

a high- quality assessment was selected, purchased, and will be implemented to determine student's academic needs and give feedback about student learning and growth over time.

<https://charts.intensiveintervention.org/progressmonitoring>

Research also informs us that a critical component in addressing academic achievement is to ensure that each student receives a quality core level of instruction (McIntosh, K., Goodman, S. (2016). We are pleased that through the use of ESSER funds, we were able to support schools to strengthen their core instruction. For example, many reading/math programs (with training) were provided through these funds:

- Amplify - Reading and Science:

<https://edreports.org/reports/detail/amplify-science-2018-6-8>

<https://www.edreports.org/reports/overview/amplify-ela-2019>

- Eureka Math: <https://edreports.org/reports/overview/eureka-math-2015>
- Ed Gems - Math: <https://edreports.org/reports/overview/edgems-math-2018>
- Character Strong - SEL: <https://characterstrong.com/about/proven-process>
- Fast Forward: <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/172>

We are also very excited that with the ESSER funds we were able to purchase school supplies for every student in the district K-12.

With the purchase of these evidence based interventions/resources/core programs, we feel confident as a district that we are addressing the academic impact due to the loss of instructional time.

References:

- McIntosh, K., Goodman, S. (2016). *Integrated Multi-Tiered Systems of Support* (pp. 13-15). New York: The Guilford Press
- Richardson, Jan. *The Next Step Forward in Guided Reading: An Assess-Decide-Guide*. 2016.