

# CLARK COUNTY PUBLIC SCHOOLS

## ARP ESSER III FINAL SPENDING PLAN

### SECTION 1: Return to School Plan

*Clark County Public Schools is committed to staff and student health and safety as we return to in-person and limited virtual learning post-pandemic. To continue to mitigate the effects and reduce the spread of Covid-10, we will utilize funds to implement the practices and protocols listed below. We will continue to monitor and evaluate the effectiveness of each of these practices, and we will adjust as needed to consider updated guidance in accordance with the Centers for Disease Control, the Kentucky Cabinet for Health and Family Services, the Kentucky Department of Education, and our local Health Department.*

- [Back to School Plan 2021 - 2022](#)
- [Typical School Day](#)
- [Family Assurance of Student Health](#)
- [Cardinal Alternative Option \(CAO\) Application](#)

### SECTION 2: ACADEMIC IMPACT

*Clark County Public Schools will utilize funds to address the academic impact of lost instructional time through evidence-based interventions. The plans below detail the areas of focus Clark County Schools will intentionally address to mitigate the impact of lost instructional time, the evidence-based interventions we will utilize to do so, the research citations and the links for those evidence-based interventions, as well as a rationale explaining how our district will implement each evidence-based intervention.*

| Area of Focus | Evidence-Based Intervention       | Research                                                                                                                                                                                                                                     | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instruction   | Professional Learning Communities | Jones, L., Stall, G. & Yarbrough, D. (2013). The Importance of Professional Learning Communities for School Improvement. Creative Education, 4, 357-361.<br><a href="https://doi.org/10.4236/ce.2013.45052">Doi: 10.4236/ce.2013.45052</a> . | PLC's will be used as an evidence-based intervention that ensures a focus on student learning and building a collaborative culture that is results-driven. Analysis of classroom-level data will drive teacher reflection of their instructional practices. Some implementation strategies include initial training on the PLC process, book studies that deepen understanding of PLCs and teacher stipends for PLC leads. |
|               | Renaissance Star Reading and      | McBride, J. (2020). Research Foundation for Star Adaptive Assessments. National Center on Intensive Intervention, 1-34.                                                                                                                      | The importance of assessing students' skill mastery early on in schooling is paramount. Research suggests that a successful early intervention is the best single                                                                                                                                                                                                                                                          |

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|      | Renaissance Star Math                  | <a href="#">Renaissance</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | predictor of future academic success, particularly in critical areas like reading, language acquisition, and mathematics. We will implement these assessments to identify students' present level of performance and have instructional conversations for the next steps.                                                                                                                                                                                                                                                                                                                                                                                 |
|      | Envision Math Curriculum               | Resendez, M., & Azin, M. (2008). A study on the effects of Pearson's 2009 enVisionMATH program. 2007–2008: First-year report. Jackson, WY: PRES Associates, Inc.<br><br><a href="#">enVisionMATH</a>                                                                                                                                                                                                                                                                                                                                                  | enVision Math, published by Pearson Education, Inc., is a core curriculum for students in Kindergarten through grade 8. The program seeks to help students develop an understanding of math concepts through problem-based instruction, small group interaction, and visual learning with a focus on reasoning and modeling. Differentiated instruction and ongoing assessment are used to meet the needs of students at all ability levels.                                                                                                                                                                                                              |
| ELA  | High-Quality Instruction and Materials | Kamil, M. L., Borman, G. D., Dole, J., Kral, C.C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.<br><br><a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</a>                              | The use of high-quality instruction and materials will be used as an evidence-based intervention to explicitly teach vocabulary, to provide direct and explicit instruction on comprehension strategies, and to provide opportunities for extensive study of the meaning and interpretation of the text. Implementation strategies will include training on Fountas and Pinnell Literacy Instruction, training on the highest effect size comprehension strategies for elementary and secondary students, investment and training in implementing guided reading levels, hiring ELA interventionists, and the creation of schoolwide literacy structures. |
| Math | High-Quality Instruction and Materials | Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009 - 4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.<br><br><a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</a> | The use of high-quality instruction and materials will be used as an evidence-based intervention to explicitly teach mathematical concepts and problem solving, to use visual representation and models of mathematical ideas during explicit instruction, and to increase fluency of basic facts. Some implementation strategies include training on mathematical practices, training on how to use manipulative materials to foster conceptual understanding, and training on the use of number talks to increase fluency and number sense.                                                                                                             |

### SECTION 3: ADDITIONAL FUNDING

***Clark County Public Schools will utilize the remainder of the funds to prioritize student and staff safety and student learning including, but not limited to:***

#### ***Related to Instruction & Staffing:***

- Instructional and school supplies are provided to each student to ensure that all students have the materials they need to be successful
- Additional classroom materials to allow students to have individual items versus having classroom sets that are shared amongst students
- Summer learning camps including transportation, materials, and enrichment opportunities in all content areas at all grade levels
- Training and professional development for staff (including travel and expenses related to Professional Development); Such training included Kagan Cooperative Learning training, IMSE Orton Gillingham training and BARR programming training (Building Assets and Reducing Risks)
- Registration Fees
- Long-term substitute teachers: designated substitute teachers "DST" hired as full time employees and assigned to a building to assist with absences during the school year. Substitute teachers have been difficult to schedule and maintain after the return to in-person instruction from the COVID pandemic. By having DSTs in buildings, this alleviates the panic to secure a substitute teacher at the last minute and fulfills other gaps as they occur during the school day due to staffing shortages.
- Possible additional certified and classified staff
- Learning partners software: CASE Assessments K-12: Upon the return to in-person learning, it was crucial to engage in a variety of assessments to monitor student learning and progress. CASE Assessments is an assessment tool that measures progress on grade level standards.
- Any additional, appropriate costs to support student learning, staff training, and instructional gaps caused by the COVID- 19 pandemic.

#### ***Related to Multi Tiered System of Supports:***

- Extra mental health services and education for students, staff, and families
- Stipend for a district employee to revise and maintain the Multi Tiered System of Supports manual and programs within the district to help address and target learning loss. MTSS focuses on the whole child approach and will address academics, behavior and social emotional needs.
- Additional district-wide psychologist to assist in social/emotional needs of students
- Aimswebplus Complete Progress Monitoring: This program tracks progress monitoring for students in Tier 2 And 3
- Partnership with Branching Minds includes the following: infrastructure support: RTI/MTSS audits (roots reports) and teacher mindset surveys. Web App: licenses for all teachers, support staff, and administrators to support all students included in school/district enrollment (Tiers 1, 2, 3 + students with IEPs, 504 plans and enrichment needs). Integrations: data and technology implementation to streamline practice, including student information system (SIS) and assessment providers. Ongoing customer support: on-boarding process designed to identify and address needs and develop successful implementation plan, periodic check-in calls to review effective implementation and intervention practice, live chat, and FAQs. PD and coaching: A minimum amount of professional development is required for successful BRM implementation. Additional PD and coaching is available for RTI/MTSS infrastructure work and any related RTI/MTSS needs.
- Any additional, appropriate costs to support student and staff well being in relation to academics, behavior and social emotional needs caused by the COVID-19 pandemic.

***Related to Recruit & Retain:***

- Recruitment and retention of our highly qualified positions, that any person holding their national board certification in their area of education (in compliance with KRS 157.395) would receive a \$2,000 annual stipend. All positions of teacher, speech language pathologist, psychologists, school counselor, and occupational therapist.
- As a means to maintain the continual of staff (retention and recruitment tool) the district will provide an employer paid \$50,000 life insurance policy for all full time staff.
- As a means to maintain the continuity of staff (retention and recruitment tool) the district will provide a 5% annual payment for full time employees supplemental retirement contributions that are approved payroll deductions for 403b, 457b, etc.
- COVID related paid days off for certified & classified staff: Staff received paid days off for COVID related illness. ESSER was used to fund this initiative.
- Board approved a one time salary increase of \$3,000 for all staff in lieu of a % increase to the salary tables. This is to assist in staff retention after the year of loss due to COVID. To also compensate for the additional services that will be needed to help address the learning loss created by covid
- Retention, recruiting, and referral plan for the transportation department in order to operate effectively and efficiently. It is crucial to retain the valued staff that we have. This plan was put in place as a pilot program to help maintain the services of current employees while trying to recruit new employees for the many vacant positions that have been created as a result of COVID. Bus drivers and mechanics are one of the many positions our district has had a very hard time keeping and recruiting.
- In order to maintain current staff, CCPS is starting this new platform (Cohort 1) with Bloomboard Inc. to assist current staff to enroll in the KEDC rank change program, a research-based online educational micro- credential experience that includes the following components: \*each participant earns an equivalent of 21 micro-credentials aligned to the Kentucky teacher standards; \*each participant engages in a structured mentorship program; \*each participant is assigned a program mentor and benefits from a series of mentor observations throughout the course of the program; \*each participant engages in online learning communities facilitated by expert coaches; and \*each participant designs and completes a unifying capstone project.
- Any additional, appropriate costs to support recruiting and retaining staff due to shortages caused by the COVID-19 pandemic.

***Related to Technology:***

- Technology devices: Chromebook replacements to keep 1:1 initiative: During this time, it has been extremely critical to keep technology at a one-to-one status.
- Technology software: Screencastify Unlimited (record & edit): This online tool is used to create educational videos for instruction with students. It was used heavily when students were not in-person and then continued to be in use as not all students returned to in-person instruction. In addition, individual schools supplemented other technology software platforms to provide grade level appropriate platforms for student use.
- Wifi access points upgrade to ensure network stays operational
- Virtual learning platforms: 20 Ed-options Online Academy active semester per student x 5 months 8/16/21-12/31/21, District K-5th grades (0002118-0650-473gl); Ed-options Online Academy active semester per student license 8/16/21-8/15/22; Phoenix Academy 6th-12th grades: Clark County Public Schools opted to offer a virtual educational option for students that did not want to return to in-person instruction. The online option used this platform as the learning management system.
- Professional development expenses to Google certify teachers. The pandemic unveiled the urgent need to ensure that teachers have access to the professional development needed to be able to teach and reach students through technological means. This aims to increase instructional capacity to address learning loss of students that was created by being out of school during COVID

- Any additional, appropriate costs to support student and staff technological needs in relation to needs that surfaced due to the covid-19 pandemic.

***Related to Buildings, Grounds & Transportation:***

- Additional and replacement furniture to reduce transmission of COVID spread.
- Facility related costs: BG# 22-2226 renovation of Shearer Elementary HVAC units that currently are not working. Complete rework of duct work and addition of ionization units to improve air quality of building. BG1 has been submitted in FACPAC.
- Bus purchases: new school buses with air conditioner for better air quality during long trips; new buses also allow for more passengers and extended spacing of students; new school bus to expand routes and spread out students
- Additional buildings and repairs to reduce transmission of COVID spread in high traffic areas: replacement of flooring, wall coverings, furniture, etc.
- Board approved project list items that were prioritized due to the health and safety well being of students and staff. Such items included: outdoor classroom pavilions (4 elementaries), new water fountains in Strode Station cafeteria, Baker room conversion, RDC doors to outdoor classroom, RDC Asbestos abatement in front foyer, central office renovations due to water damage and mold
- Replacement of 2 compressors broken at high school to maintain sufficient air quality
- Equipment & supplies needed for continued sanitation of buildings and PPE gear
- Any additional, appropriate costs to support student and staff safety and health needs in facilities as caused by the COVID-19 pandemic. Every decision was based on ensuring that students and staff were supported and had the training, supplies and knowledge needed. In addition to safety protocols, decisions were made to provide a safe and learning environment for students and a safe and productive working environment for staff.

***Related to Other:***

- Indirect costs
- Stipend for a district employee to maintain GMAP programming and finances for ESSER funding.
- Studer Strategic Planning Process: under new leadership and in return from a pandemic, it was deemed necessary to conduct a strategic planning process district wide.
- Powerschool Unified Approach for Records, Evaluations, Finance, HR and data analytics district wide. In order to alleviate paperwork being transmitted between multiple hands, it was deemed necessary to streamline processes and condense to one system where all components could “talk” to each other.
- Any additional, appropriate costs to support student and staff needs as deemed necessary caused by the COVID-19 pandemic.

**SECTION 4: SOCIAL/EMOTIONAL NEEDS**

*Clark County Public Schools are responding to the academic, social-emotional, and mental health needs of all students and how we will ensure the selected interventions address the academic impact of lost instructional time. This section also addresses how CCPS conducted meaningful consultation with required stakeholders and utilized feedback while creating our district plan.*

| Area of Focus | Evidence-Based Intervention | Research | Rationale |
|---------------|-----------------------------|----------|-----------|
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| Mental and Social-Emotional Learning                                                                                                                                                                                                                                                                                                                                   | Trauma-Informed Schools      | Courtney Wiest-Stevenson & Cindy Lee (2016) Trauma-Informed Schools, Journal of Evidence-Informed Social Work, 13:5, 498-503, <a href="https://doi.org/10.1080/23761407.2016.1166855">doi.org/10.1080/23761407.2016.1166855</a>                                                                  | Creating trauma-informed and trauma-sensitive schools will be a focus for CCPS.                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                        | School Resource Officers     | James, R. K., Logan, J., & Davis, S. A., (2011). Including School Resource Officers in school-based crisis intervention: Strengthening student support. School Psychology International, 32(2), 210-224. <a href="https://doi.org/10.1177/0143034311400828">doi.org/10.1177/0143034311400828</a> | The district will continue to support the law enforcement department as recommended.                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                        | Social-Emotional Programming | <a href="https://casel.org/state-resource-center/evidence-based-programs/">https://casel.org/state-resource-center/evidence-based-programs/</a>                                                                                                                                                  | The district will train all staff on Social-Emotional Competencies. The district will also utilize people to train specific grade level teams to incorporate SEL into each content area to maximize student and teacher proficiency of social-emotional competencies.<br><br>Safe School/Mental Health Online Courses For Students |
| <p><b>Stakeholder Input:</b> Clark County Public Schools recognizes the importance of stakeholder feedback with input from our teachers, students, administrators, families, community members, and local businesses as we begin to recover from the COVID19 pandemic. A survey was administered to all parents, guardians and staff to gain stakeholder feedback.</p> |                              |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                    |

**Note:**

- 20% Budget Requirement Divided Among 9 Schools Per Pupil Allocation. The Funds Are Used At The School Level To Hire Additional Staff And/Or Instructional Materials To Assist The School In Addressing Learning Loss. Allotment Based On Enrollment As Follows:
- ◆ Phoenix Academy (\$16,398)
  - ◆ Clark County Preschool (\$135,382.47)
  - ◆ George Rogers Clark High School (\$1,007,339.55)
  - ◆ Baker Intermediate School (\$429,954.84)
  - ◆ Robert D. Campbell JR High School (\$503,963.46)
  - ◆ Conkwright Elementary (\$236,710.11)
  - ◆ Justice Elementary (\$209,691.09)
  - ◆ Shearer Elementary (\$209,103.72)
  - ◆ Strode Station Elementary (\$272,539.68)