Owen County Schools
ARP ESSER Plan
August 2021

Owen County Schools has developed this plan in coordination with students, families, school and district administrators, educators and their unions, civil rights organizations, and stakeholders representing the groups of children from historically disadvantaged groups. Our goal was to reach out to as many stakeholder groups as possible that have a vested interest in our students, schools, and community at-large.

NOTE: This plan is subject to revisions as continued needs assessments are conducted throughout the duration of the funding period for ARP ESSER Funds.

Any questions and/or comments concerning the ARP ESSER Plan can be addressed to Reggie Taylor at reggie.taylor@owen.kyschools.us.

Owen County Schools
Narrative ARP ESSER Plan

The extent to which and how funds will be used to implement prevention and mitigation strategies consistent with the CDC and Prevention guidance on reopening schools.
The Owen County School district will utilize ARP ESSER funds to further mitigate and prevent the spread of COVID-19 utilizing the guidance and strategies consistent from the Centers for Disease Control (CDC) and public health officials in Kentucky. The district will purchase masks, face shields, gloves, gowns, disinfectant, hand sanitizer, disposable items, signage, and other materials as necessary to further prevent the spread of COVID-19 variants. This also includes protective equipment, individual items for classroom use that would otherwise be shared, additional furniture for effective spacing and materials for other measures as needed. All staff and students will be trained according to procedures in place for cleaning, handwashing, as well as bus, cafeteria and classroom expectations. Owen County Schools will continue to work on additional facility upgrades to improve air quality, and provide more efficient buildings. Additional furniture needs for social distancing and teacher workspaces that are conducive to managing virtual delivery of lessons, along with students physically in the classroom, have been identified as a need.
How the local education agency (LEA) will use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions.
Owen County Schools has created plans to address the learning loss of students in each school utilizing current resources and/or additional sources of funding. OCS will use a portion of the ARP ESSER funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions. Strategies the district will utilize include providing after-school tutoring, Saturday school sessions, and summer school programming to students not meeting benchmark. During the after- school tutoring (Pool, Carter, Johnson, & Carter 2013), Saturday catch-up sessions, and summer learning sessions, students not meeting benchmark will be engaged with evidence-based programs facilitated by a highly-qualified staff member (Huang, Craig, Xie, & Graesser 2013). Summer school initiatives will continue during each summer to provide remediation and enrichment activities for students in grades P-12. Instructional materials, manipulatives, varied curricula, and digital learning platforms will continue to be purchased in order to meet student academic and non-academic needs. Teachers and staff will be provided additional, job-embedded professional learning and mentor supports through instructional coaching. Additional professional development opportunities will be provided to staff when appropriate in efforts to enhance student engagement and differentiate instruction. OCES, MBMS, and OCHS will utilize multiple evidence-based programs to address reading deficits such as iReady (Brilz, Fridley, Just, & Stein 2014) and Edgenuity (Llewellyn 2019). The district will also provide access to high-quality training for staff on evidence-based strategies and/or programs the district implements through PLCs and other mediums.
How the LEA will spend the remainder of its funds.
The district will prioritize remaining funds based on needs in the district. These remaining funds will be used to improve indoor air quality in our schools through HVAC improvements, purchase supplies needed for cleaning and sanitizing, and to provide other professional services as deemed necessary. Funds will also be used to purchase curriculum, equipment, and supplies for both co-curricular (Rathore, Chaudhry, & Azad 2018) and extra-curricular activities (Watkins 2004) to ensure students receive continuity of services during the pandemic as well as opportunities that extend beyond the classroom to keep students connected and engaged in school. This also includes the impact of library media centers (Akande & Bamise 2017)and afterschool clubs/activities (Camp 1990) to promote student engagement.

How the LEA will ensure that interventions address the academic impact of lost instructional time and respond to the academic, social, emotional and mental health needs of all students.

In addition to monitoring NWEA MAP (K-8) and CERT (9-12) data to ensure the academic needs of students is being met, Owen County school administrators will analyze the progress of students in various evidence-based intervention programs using the monitoring tools associated with the programs. School administrators will meet with teachers regularly to discuss student progress and determine if any changes to students' interventions are necessary. District administrators will meet with school administrators regularly to discuss student progress and any resources or training that may be needed. The social and emotional health of students will be monitored through the Resiliency Poll assessment to assess the SEL needs of our students. In addition, the district-wide counselor will meet with the school counselor and school administrator(s) regularly to discuss the social, emotional, and mental health needs of students. Further, additional counseling sessions and mental health sessions will be offered to students throughout the coming years.

Outdoor seating options, recreational equipment, and adaptive items for all populations, especially special populations, have also been identified as items that would enhance the students' educational experiences, provide fresh-air learning alternatives, and address many social-emotional struggles that may have evolved from the pandemic (Price 2019).

Community stakeholder survey results indicated that coping with anxiety and the need for social and emotional learning resources were identified as one of the highest needs for our students and community. Parent and family engagement events will be scheduled at various times throughout the year in an effort to both address the social emotional needs of the school community but also help our parents/families help our students learn and achieve their academic and non-academic goals.

Consultation

OCS released a survey inviting all parents/guardians, students, community members, school leaders, district administrators, teachers, KEA/OCEA representatives, civil rights organizations, and other stake holders to provide input on the district's ARP ESSER Plan. The survey was posted on the district's website for seven days as well as on all social media accounts. The survey was also communicated through SendIt text messaging. In addition, a stakeholder input meeting was held at the Owen County High School auditorium to discuss ideas and plans for the ARP ESSER funds. All representatives outlined above (i.e. students, families, school and district administrators, educators and their unions, civil rights organizations, and stakeholders representing the groups of children from historically disadvantaged groups) were invited to participate in the ARP ESSER Spending Plan forum. However, our rural community is limited on representation within civil rights. Results from the survey and notes from the stakeholder input meeting were shared with the district planning team and were taken into account when developing Owen County School District's ARP ESSER plan. Breakdown of participants combined in both the survey and the stakeholder input forum are as follows:
Student (89)
Parent/Guardian (329)
Community Member (71)
Business Owner (14)
Local Government (5)
Local Health Official (7)
Teacher (53)
Instructional Aide (9)
Support Staff (13)
Local/State Union Representation (2)
School or District Administrator (6)
Civil Rights Organization (2)
Representing the Interests of Children with Disabilities/Special Student Populations (9)
Representing English Language Learners (3)
Representing Children Experiencing Homelessness/Foster Care (6)

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Owen County Schools
In-Person Instruction and Continuity of Services Plan

Overview
Owen County Schools will continue work collaboratively with Three Rivers District Health Department, Kentucky Department of Public Health, and Kentucky Department of Education to ensure that appropriate mitigation and prevention strategies are in place to continue in-person instruction during the 2021-2022 school year. In July 2020, Kentucky Department of Education and Kentucky Department of Public Health released a Healthy at Schools document which provided requirements, recommendations, and considerations for districts as they prepared for the beginning of the 2020-2021 school year. This document was revised throughout the school year as more information became available, as vaccines were rolled out, and as the incidence rate of cases changed across the state. In June 2021, with vaccines readily available and a significant improvement in the incidence rate across the state, the statewide mask mandate was lifted, and all restrictions in place through the Healthy at Schools document were lifted. In July 2021, the Center for Disease Control (CDC) released new guidance on in-person instruction and mitigation and prevention strategies that schools and districts should take. This guidance was taken by the Kentucky Department of Public Health and guidance has been released for local districts. At this time, this guidance is a recommendation for districts, and not a requirement. In August 2021, the Kentucky Board of Education passed a regulation requiring masks in all schools and on buses for the duration of 270 days.
Health and Safety of Students and Staff
Owen County Schools will continue to work collaboratively with state and local health and education officials to make informed decisions regarding the health and safety of our students, staff, families, and community. Incidence rates, recommendations from health professionals, and ongoing data analysis will determine future steps to be taken in the district. Steps taken will range from prevention and mitigation strategies discussed below, research of varied instructional models, and other strategies as needed upon the guidance of local, regional, and state education and health officials. The health and safety of our students, staff, families, and community while providing in-person learning will remain a top priority for Owen County Schools, and will continue to drive educational and instructional decision making as we gain a broader understanding of COVID-19 and its impact on our schools, district, and community.
Mitigation Strategies
Universal Masking The statewide mask mandate by the Kentucky Board of Education is in effect. At this time, students and staff in school facilities and on buses must wear a mask at all times in accordance with the Center for Disease Control and Prevention public health order. *Physical Distancing* Owen County Schools will continue to work to promote adequate physical distancing to the greatest extent possible for students and staff as we continue in-person instruction. Every effort will be made to ensure a minimum of 3 feet social distancing occurs in classrooms and to the greatest extent possible in common areas, cafeterias, and other school facilities. *Handwashing and Respiratory Etiquette*

Handwashing and appropriate etiquette signage will be visible throughout district facilities. Reminders to students, staff, and visitors will be made regularly. Hand sanitizer will be made readily available, particularly in common and high traffic areas.

Cleaning and Maintaining Healthy Facilities
Regular cleaning, sanitation, and disinfection of buildings will occur. Appropriate sanitizing supplies will be available for use on hard and high traffic areas for use regularly during the school day and during transition periods.

Improving Ventilation
A portion of ESSER III will be earmarked to be used to improve the indoor air quality in buildings across the district. Additionally, ventilation will be monitored and adjustments to re-circulation of outdoor air will be made as situations warrant.

Contact Tracing, Isolation, and Quarantine
Owen County Schools will work closely with local and state health officials to ensure that appropriate reporting and steps are taken as needed for individuals needing to isolate or quarantine as a result of contact tracing of individuals testing positive for COVID-19.

Diagnostic Screening
Owen County Schools will encourage students, staff members, and other community members who are exhibiting symptoms to speak with their healthcare provider about their symptoms if they exhibit any COVID-19 symptoms. Appropriate signage and communications will take place in all buildings reminding students, staff, and visitors that if they exhibit any symptoms or believe they have been exposed to anyone with COVID-19 that they speak with their healthcare provider before returning to the building.

Vaccination
Owen County Schools will work closely with local health officials to provide collaborative opportunities for COVID-19 vaccines. This will include allowing the local health department to provide vaccines to those eligible at selected back to school events.

Accommodations for Children with Disabilities
The district will work closely with the Kentucky Department of Education to ensure that all students with disabilities are receiving appropriate services in accordance with the Individual Education Plans as identified under the provisions of IDEA.

Continuity of Services

Academic Needs
Owen County Schools has started the 2021-2022 school year with full time in-person learning available for any student who desires. At this time, the district's priority is focused solely on in-person learning for all students.

Social, Emotional, and Mental Health Needs (SEL)
Owen County Schools has counseling staff in each building, as well as at the district level, to address these needs. Additionally, the district monitors the SEL of students through the implementation of the Resiliency Poll. Staff are available through various means of communication to ensure that student, staff, and community needs are met.

District Support Services
Owen County Schools will ensure that student support services such as health, food services, and transportation are available to the greatest extent possible for all students. These services will be available to all eligible students pursuant to board policy and other guidance.

Review/Updates
District administration, the board of education, and other stakeholders will regularly review the information presented in this plan. Reviews will occur at a minimum of every six months while incidence rates and case numbers remain low in the community. Based on incidence rates and other needs assessments conducted, reviews will occur more frequently if needed to ensure that any updates or changes to the procedures and plans are revised and communicated.
Consultation
As stated earlier, Owen County Schools released a survey inviting all parents/guardians, students, community members, school leaders, district administrators, teachers, and other school personnel to provide input on the district's ARP ESSER Plan. The survey was posted on the district's website for seven days. A meeting was held with all stakeholders to discuss ideas and plans for the ARP ESSER funds. Results from the survey and notes from the meeting with the stakeholders input meeting were shared with the district planning team and were taken into account when developing Owen County School's ARP ESSER plan.

Owen County Schools ARP ESSER Plan August 2021 Evidence-Based Practices for Teaching and Learning			
Area of Focus	Evidence-Based Practice	Research	Rationale
Teaching and Learning	Professional Learning Communities	Blitz, C. L., & Schulman, R. (2016). *Measurement instruments for assessing the performance of professional learning communities* (REL 2016-144). Regional Educational Laboratory Mid-Atlantic. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from Retrieved from https://eric.ed.gov/?id=ED568594 Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J.,& Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_0929 09.pdf Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education: An International Journal of Research and Studies, 24*(1), 80–91. Retrieved from https://www.sciencedirect.com/science/article/pii/S0742051X07000066/pdfft?md5=d5916ece27a904891981e15259d46422&pid=1-s2.0-S0742051X07000066-main.pdf	PLCs will be used as an evidence-based practice in order to focus on student learning and building a positive, collaborative culture that is focused on results. Analysis of classroom level data will drive teacher reflection(s) of their instructional practices. Training on the PLC process, modeling and developing expectations /norms, and

			job-embedded professional learning will be included in the PLC process.
	Data Systems and Analysis	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J.,& Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_0929 09.pdf Kekahio, W., & Baker, M. (2013). Five steps for structuring data- informed conversations and action in education. (REL 2013–001). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001. pdf	Data will be used as an evidence-based practice to gather and report data and to use data-based decision making to generate action plans that addresses learning loss and to focus on accelerated learning. The data system and protocols provide the framework upon which PLCs will look for patterns

			and make observations about the data. The analysis of academic and behavioral data informs instructional practices and provides each PLC with insights into potential strategies (instruction and behavior) that are working well and which need to be revised. Some implementation strategies include staff training on how to utilize the data to inform instruction, as well as intervention resources to guide next steps as student academic and non-academic needs are

			identified.
	Multi-Tiered Systems of Support	Arden, S. V., Gandhi, A. G., Zumeta Edmonds, R., & Danielson, L. (2017). Toward more effective tiered systems: Lessons from national implementation efforts. Exceptional Children, 83(3), 269–280. https://eric.ed.gov/?id=EJ1146326. Freeman, J., Sugai, G., Simonsen, B., & Everett, S. (2017). MTSS coaching: Bridging knowing to doing. Theory Into Practice, 56(1),29–37. DOI: 10.1080/00405841.2016.1241946 National Center on Response to Intervention at the American Institutes for Research. (2015). MTSS, RTI, special education … Ohmy! Gaining an understanding of MTSS and RTI from Drs. Lynn Fuchs and Joe Jenkins. Washington, DC: Author. https://rti4success.org/video/mtss-rti-special-education%E2%80%A6oh-my -gaining-understanding-mtss-and-rti-drs-lynn-fuchs-and-joe.	Multi-Tiered Systems of Support will be used as an evidence- based framework to give universal, supplemental and targeted support to all students. The four components of MTSS include universal screening, data-based decision making, multi-level prevention systems, and progress monitoring. Implementation strategies will include training on effective strategies as well as monitoring progress through Professional Learning Communities.

	Student Engagement	Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., and Mooney, K. (2011). Measuring student engagement in upper elementary through high school: a description of 21 instruments. (Issues & Answers Report, REL 2011–No. 098). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/rel_201109 8.pdf.

Hattie, J. (2009). Visible Learning: A Synthesis of 800+ Meta-Analyses on Achievement. London: Routledge.

Hattie, J., and Clarke, S. (2018). Visible Learning: Feedback. London: Routledge, doi: 10.4324/9780429485480

Hattie, J., and Timperley, H. (2007). The power of feedback. Rev. Educ. Res. 77, 81–112. doi: 10.3102/003465430298487

Hattie, J., and Zierer, K. (2019). Visible Learning Insights. London: Routledge, doi: 10.4324/9781351002226

Macsuga-Gage A.S., Simonsen B., Briere D.E. Effective teaching practices: Effective teaching practices that promote a positive classroom environment. Beyond Behavior. 2012;22(1):14-22. doi:10.1177/107429561202200104. | Student engagement strategies will be used as an evidence- based practice to provide meaningful student involvement in classroom learning while addressing loss of instructional time. Strategies such as Kagan, Thinking Strategies, and the work of John Hattie will be discussed in PLCs and used in classrooms to promote and foster a culture of student engagement. Implementation strategies include training for teachers on multiple engagement strategies, follow-up |

			training on how these strategies are being implemented, in-class coaching and support, materials and technology to implement engagement strategies.
	Selection and Use of High-Quality Instructional Materials	Chingos, M., Whitehurst, G. (2012). Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core. Retrieved from Brown Center on Education Policy at Brookings: https://www.brookings.edu/wp-content/uploads/2016/06/0410_curriculum_chingos_whitehurst.pdf Jackson, K., Makarin, A. (2016-2017). Can Online Off-the-Shelf Lessons Improve Student Outcomes? Evidence from a Field Experiment. American Economic Journal: Economic Policy, Vol 10 (3), pages 226-254. Retrieved from: https://www.nber.org/papers/w22398 Goldberg, M. (2016). Classroom Trends: Teachers as Buyers of Instructional Materials and Users of Technology. K-12 Market Advisors. Retrieved from: https://mdreducation.com/reports/classroom-trends-teachers-buyers-instructional-materials-users-technology Scholastic.Teacher and Principal School Report: Equity in Education. (2016). Retrieved from: http://www.scholastic.com/teacherprincipalreport/Scholastic-Teacher-and-Principal-School-Report.pdf TNTP. (2018). The Opportunity Myth. Retrieved from: https://opportunitymyth.tntp.org/	The use of high- quality instruction and materials will be used as an evidence-based practice to explicitly teach literacy, numeracy, and writing instruction. There will also be a focus on high-quality instructional material selection in all content areas using the Hexagon Tool and other selection

			tools/protocols. Possible implementation strategies include training on the adopted curricula, creation of school- wide reading programs, purchasing of curricula and instructional materials in all content areas, teacher stipends for creating programming as well as training after school and on days outside of the normal work week.
	Curriculum Alignment	Luciano, Jessica, "The Influence of Curriculum Quality on Student Achievement on the New Jersey Assessment of Skills and Knowledge (NJ ASK) Language Arts and Mathematics for Fifth-Grade Students in the Lowest Socioeconomic School Districts" (2014). Seton Hall University Dissertations and Theses (ETDs). 2017. https://scholarship.shu.edu/dissertations/2017 Aviles, N., & Grayson, K. (2017, August). Backward planning: How	Staff will engage in curriculum development through scope and sequence review, creation of units and lessons, and

| | | assessment impacts teaching and learning. IDRA. www.idra.org/resource-center/backward-planningassessment-impacts-teaching-learning/.

Fuglei, M. (2018, August 29). How understanding by design improves lesson plans. Concord University: Portland. https://education.cu-portland.edu/blog/classroom-resources/backwards-design-lesson-planning

Ryan, B. (2019, November 7). Understanding by design. Vanderbilt University. https:// cft.vanderbilt.edu/guides-subpages/understanding-by-design

Wiggins, G. P., & McTighe, J. (2005). Understanding by design (2nd ed.). Association for Supervision & Curriculum Development. | identifying essential standards to be taught in classroom instruction. This evidence-based practice will assist teachers in providing targeted support for essential content. Collaboration between staff and departments will be used to determine priority standards to ensure they receive the most instructional time, spiraled frequently, and receive significant focus to address learning loss.

Engagement and training on this work will take place during PLCs, vertical |

			meetings after school, and other opportunities throughout the school year and into the summer. Additional supports through instructional coaching and professional learning will be used to help support staff in this work.