



Elizabethtown Independent Schools

ARP ESSER LEA Plan

July 2021

The following is the Elizabethtown Independent School's plan in regarding to use its allocated ARP ESSER funds. Determining the strategies and activities that the district and schools are implementing has been a continuous process that began in March of 2020. The planning process remains ongoing as needs change in regard to the changing environment and status of the pandemic. Meaningful stakeholder involvement was conducted through a community survey. **The survey engaged all stakeholders with 663 responses. Various group members participated in the survey to include parents, teachers, students, administrators, classified staff, local citizens, community based organizations, local government representatives, and district administrators. At this time, EIS does not have an organized KEA union due to a vacancy for the district representative. A copy of the survey can be found at this [here](#).**

Additionally, stakeholder engagement from those who represent and advocate for civil rights and historically disadvantaged groups was conducted through the district's Equity Advisory team. This group is composed of district and school leaders and teachers as well as community members. Community members include the local Director of Kentucky Career Center, Director of Cultural Diversity at Elizabethtown Community College, Reverend of local African American Church (First Baptist) and African American community service and advocate leaders. This group expressed specific needs in regard to increasing faculty/staff diversity, providing safe spaces for students to express their feelings about current events, and increasing the home to school connection. These needs have been considered when allocating funding.

Decisions have been made based on discussions at administrator meetings, interviews with faculty/staff, multiple parent surveys and community survey results. Using input and feedback from these, the district developed a Learning Recovery Plan. The Learning Recovery Plan focuses on three main areas; 1) Academic recovery, 2) Social/Emotional



recovery, and 3) Health/Safety. ESSER funds have been allocated to meet the needs expressed and outlined in this plan.

How will funds be used to implement prevention and mitigation strategies consistent with the Centers for Disease Control and Prevention guidance on reopening schools?

The funds will be used to implement and prevent mitigation strategies in two primary ways. First, an allocation has been set aside to fund the addition of school nurses within the district. Increasing the number of school nurses will allow for a clinic to be operated at each of the district's schools on a daily basis. The nurses, in collaboration with Cumberland Family Medical, will provide much needed medical services in relation to the mitigation strategies consistent with reopening school guidance. Covid vaccinations, tests, and child sick visits will be critical in determining isolation and quarantine needs with staff and students. Second, funds have been allocated to purchase PPE for use in all district facilities. These supplies include such items as hand sanitizer, face masks, and cleaning/disinfecting supplies.

Additionally, funds will be utilized to provide HVAC upgrades at one of our school buildings. An indoor air quality assessment conducted in the fall of 2020 indicated improvement is needed in a section of the district's high school. Once maintenance improvements are completed, ventilation will be increased in the area's classrooms and hallways.

How will the local education agency use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions?

Much of the funding allocated to EIS will be spent to address the impact of last year's pandemic on lost instructional time and learning. Activities that will be funded will include those that target learning loss among students to include low-income students, children with disabilities, English learners, racial and ethnic minorities, and other underserved students.

Funds are allocated to increase the number of instructional assistants at each school. These instructional assistants will serve to provide support for literacy and math instruction in a station teaching model. These additional positions are planned for the next



3 years in order to implement the district learning recovery and acceleration plan in response to COVID learning loss. (1) A College and Career Readiness Coach will also be funded in order to serve students at Elizabethtown high school. This district will partner with Americorp to provide services for 38 hours each week to coach 9th - 11th identified students in the need of this type of service. All 12th grade students will also receive services. This collaboration is planned for the next 3 years as well. (2)

Much needed resources will be provided using ESSER funding to include supplemental books, curriculum, and technology software. Focused and intentional vocabulary instruction is planned for the next few years as a research based practice to address learning gaps. (3) Funding will also provide for the purchase of benchmark assessments to include progress monitoring that will allow teachers to easily implement formative assessments for targeting needed groups and individual skills and content. (4)

A portion of the funding is allocated for instructional field trips. A plan has been developed to provide one such experience at each grade level. The field trips planned directly relate to the Kentucky Academic Standards. This activity will allow for students to gain background knowledge and experiences in regard to important academic content. (5)

[Cooperative Learning](#) (1)

[Station Teaching](#) (1)

[Counseling](#) (2)

[Effectiveness of Vocabulary Programs](#) (3)

[Use of Assessments](#) (4)

[Accessing Prior Knowledge](#) (5)

How will the local education agency spend the remainder of its funds?

After utilizing funds to provide for the needs in regard to the district's learning recovery plan, monies are budgeted for several important activities that assist in providing student services.



Funding will be used to maintain the operation of and continuity of services by employing existing support staff. This includes reading intervention teachers at each school who provide targeted services within the Response to Learning tiered system. (6) Also included in this allocation is the employment of a professional development facilitator who works as a district coach for teachers to provide ongoing support and mentoring for teachers in regard to the implementation of best practice strategies that better engage students in learning. The facilitator will work with teachers to embed further learning in regard to Kagan Cooperative Learning. (7)

In order to provide online learning for students who are unable to attend in person classes due to COVID related reasons. This position is planned, as needed, for the next few years as students may continue to need a different learning environment. (8) Likewise, the district is utilizing funds to refurbish a district school bus to provide a mobile classroom. The bus will travel to multiple locations within the district to provide services such as tutoring, homework help, book clubs, etc. This is another way in which the district will be able to access students who need an alternative learning situation. (9)

Supporting the underserved population within our district is also a focus of our spending. The COVID pandemic has created additional hardships on many families to include financial ones. One way the district has chosen to assist our families is to use funding to provide the necessary general school supplies for students that are normally provided by parents.

[Response to Intervention](#) (6)

[Kagan Structure Effect Size](#) (7)

[PD Facilitator video reviews](#) (7)

[Online Learning](#) (8)

[Impact of Outreach Programs](#) (9)



How will the local education agency 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?

The district will ensure that interventions are addressing the aforementioned needs. In relation to social, emotional, and mental health needs of all students, funding is allocated to provide a full time mental health counselor in collaboration with GRREC and the Project Prevent grant. (10)

The district is currently implementing a district wide initiative to improve students social, and emotional learning in collaboration with academics. All faculty and staff have received Kagan Cooperative Learning structures and are incorporating them into the classroom. Ongoing professional collaboration and administration monitoring will work to ensure this is implemented with fidelity in all classrooms. (11)

The district has several strategies in place to ensure effective spending of ESSER dollars. First and foremost, only 2 persons in the district can approve/sign off on spending. Those 2 individuals are the superintendent and the district finance officer. This ensures that each purchase is reasonable and follows the plan outlined by the district. Second, topics included in the spending plan are discussed each month at the administrator meeting. These meetings currently occur once per month. However, during the last months of the 19/20 school year and the first months of the 20/21 school year, meetings were held weekly in a virtual format. Third, the district's Instructional Coordinator meets monthly with each principal and these topics are also included in that discussion.

[School Mental Health Supports](#) (10)

[Cooperative Learning/SEL](#) (11)