

# Lincoln County ARP ESSER Implementation Plan

Lincoln County’s ARP ESSER allocation is \$12,094,199. The below plan accounts for all of those funds and there will be no remaining funds. In order to determine the best way to spend the funds, the school system invested time and effort in receiving feedback from all stakeholders in multiple modes of communication. A description of how the district conducted meaningful consultation follows below:

- a. Stakeholder surveys were completed by a variety of stakeholders including students, families, administrators, certified staff, and classified staff - 307 responses. The survey was disbursed on social media, our website, and through district e-mail.
- b. Public comment section at board meetings on July 8, 2021 and July 15, 2021. This included district and school administrators as well as board of education members.
- c. District administrative meeting which involved district administrators, school administrators, homeless coordinator, and Director of Special Education - July 28, 2021.
- d. At this time, LCEA does not have a president. We contacted the prior president to ask him to communicate with KEA/LCEA members.
- e. No civil rights organizations are present within our community.

These are the top areas that our district needs to address according to stakeholders:

- 1. Addressing learning loss among students
- 2. Purchasing educational technology (including hardware, software, connectivity)

<b>1. Describe the extent to which and how funds will be used to implement prevention and mitigation strategies with the Centers for Disease Control and Prevention guidance on reopening schools.</b>			
<b>Objective</b>	<b>Mitigation Strategy</b>	<b>Activities</b>	<b>Funding</b>
Lincoln County recognizes that safely reopening schools and sustaining their safe operations to maximize in person instruction is essential.	At this current time no ARP ESSER money will need to be spent on prevention and mitigation strategies consistent with the CDC guidelines.	N/A	N/A

**2-3. How will Lincoln County Schools use funds to address the academic impact of lost instructional time through implementation of evidence-based interventions and how will Lincoln County 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?**

Objective	Strategy	Activities	Relevant Citations	Progress Monitoring	Funding
Lincoln County Schools will accelerate student learning as well as respond to social, emotional and mental health needs of all students as a result of the COVID 19 pandemic by providing all students with grade level content standards through the use of evidence based teaching practices.	Four days of professional learning for certified staff. This will take place during the 21-22, 22-23, and 23-24 school years.	Four days of PD will be provided for each certified staff in their area of certification.	Hattie Research (.37 effect size)	PD evaluations, classroom walkthroughs	\$475,000 x 3 = <b>\$1,425,000</b>
	KCM Math professional development for grades K-5 for three school years.	Five in person sessions and 5 virtual sessions.	KCM Research	PD evaluations, classroom walkthroughs	\$18,000 x 3 = <b>\$54,000</b>
	Professional development with Dr. Kathy Swan for K-12 social studies teachers for three school years.	Five in person sessions.	UK Research	PD evaluations, classroom walkthroughs	\$5,000 x 3 = <b>\$15,000</b>

	Six math interventionists	1 math interventionist will be provided to each elementary and at our middle school to provide remediation and interventions throughout the year. This will be for the 21-22, 22-23, and 23-24 school years.	KCM Research Hattie Research (1.09 effect size)	Evaluations Assessment data RTI data	$\$375,000 \times 3 =$ <b>\$1,125,000</b>
	Employ highly qualified teachers to provide timely instruction for our students at LCHS and Stanford Ele. for the 21-22 and 22-23 school year. This includes approximately 50 teachers.	Teachers will address learning loss in their daily teaching activities.	<p>Rand Education  <a href="https://www.rand.org/education-and-labor/projects/measuring-teacher-effectiveness/teachers-matter.html">https://www.rand.org/education-and-labor/projects/measuring-teacher-effectiveness/teachers-matter.html</a></p> <p>National Council on Teacher Quality  <a href="https://www.nctq.org/policy-area/Retention-and-Tenure">https://www.nctq.org/policy-area/Retention-and-Tenure</a></p>	Teacher retention rates	$\$2,893,000 \times 2 =$ <b>\$5,936,800</b>

	.5 of 7 instructional coach's salary for three school years	.5 of 7 instructional coaches' salaries will be paid.	Jim Knight Research	MUNIS	\$250,000 x 3 = <b>\$750,000</b>
	1 extra certified allocation per building (7 positions) for 21-22, 22-23, and 23-24 school years.	Principals along with SBDM councils will identify a need in their school to hire an additional teacher	Class Size Reduction (.15 effect size)	MUNIS	\$430,000 x 3 = <b>\$1,290,000</b>
	Purchase various books for book studies (Leading the Rebound, Rebound, Visible Learning (for each subject area), etc.	Principals and instructional coaches will lead staff in book studies to support the initiatives.	How Book Groups Bring Change – This article from ASCD describes how book study contributed to improvement in one school. <a href="http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/How-Book-Groups-Bring-Change.aspx">http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/How-Book-Groups-Bring-Change.aspx</a>	PLC agendas	<b>\$35,000</b>
	Substitutes for release time for PL (Lincoln Community - meets 4xs a year for 3 years).	Funding will provide substitutes for teachers to have release time during the work day.	This is modeled after the Carter County model.	Agendas, plus/deltas	\$80,000 x 3 = <b>\$240,000</b>

	Two additional mental health specialists for the district (1 for elementary, 1 for high school) for one year; one specialist for two years	Hire 2 additional mental health specialists for the district.	Darling-Hammond, Linda (et al.) (2020). Reinventing School in the COVID Era and Beyond. <a href="https://learningpolicyinstitute.org/blog/covid-reinventing-school">https://learningpolicyinstitute.org/blog/covid-reinventing-school</a>	MUNIS, implementation surveys	\$150,000 + \$75,000 + \$75,000 =  <b>\$300,000</b>
Lincoln County High School will improve the air quality through a new HVAC unit being installed for a welding lab. The welding lab will also lessen class sizes by attracting students.	Existing ATC space will be renovated to provide a new welding lab. Renovation will include mechanical renovation to accommodate HVAC Indoor Air Quality and exhaust requirements.	Welding lab		Classroom walkthroughs	<b>\$277,735</b>
LCHS & LCMS will improve facilities through addition of security cameras that can help with contact tracing, keeping crowd size reduced, etc.		Verkada Security System - LCHS  Converge One - LCMS			\$152,749  +  <u>\$155,054.82</u>  <b>\$307,803.82</b>
Lincoln County Schools will accelerate student learning as well as respond to social,	Technology for virtual classrooms  1 per grade level at each elementary	Teachers will be able to conduct synchronous teaching/learning with virtual	<a href="https://www.educationreview.com.au/2020/04/education-expert-john-hattie-welcomes-in-on-the-impacts-of-distance-learning/">https://www.educationreview.com.au/2020/04/education-expert-john-hattie-welcomes-in-on-the-impacts-of-distance-learning/</a>	Classroom walkthroughs	47 total units needed x \$4,425 =  <b>\$208,260</b>

emotional and mental health needs of all students as a result of the COVID 19 pandemic by providing all students with grade level content standards through the use of evidence based teaching practices.	school, 20 at middle school, 20 additional at high school	students.			
	Purchase of Edgenuity for three school years	Teachers will assign classes to students to help with credit recovery and learning loss.		Edgenuity student progress reports	\$43,200 x 3 = <b>\$129,600</b>