

**Grayson County**  
**American Rescue Plan (ARP) for Elementary and Secondary School Emergency Relief**  
**(ESSER)**

**The extent to which and how funds will be used to implement prevention and mitigation strategies consistent with Center for Disease Control and Prevention guidance on reopening schools**

The district is constantly monitoring the needs that arise due to COVID and as numbers rise, we know we will need more PPE and cleaning supplies in order to comply with federal and state mandates and directives.

**Addressing the academic impact of lost instruction time through the implementation of evidence-based interventions:**

The district is currently in the process of purchasing programs. We have put a focus on honing in our pedagogy and instructional practices. The district will implement Thoughtful Classroom with Dr. Harvey Silver with all faculty and staff. The idea is that we will improve practices in the classroom in order to minimize the impact of lost instructional time. We will implement these evidence based practices in all classrooms in the district.

The district is looking to purchase programs and products that are engaging and rigorous to promote critical thinking in all students. We are looking to get StemScopes and Amplify for Science instruction along with some inquiry based Social Studies programs, such as Exploring Social Studies. The district decided to purchase Lexia and Reading Plus for students that were behind, along with a Scholastic Book Room of leveled readers for each elementary school. The district will also be purchasing training for teachers to utilize these new programs. The schools will purchase books for students to have for their own, which is a research based practice,

School Counselors will be implementing Wellness Weekly with students in whole groups, small groups and one on one to assist with the social emotional needs of our students.

In order to appropriately monitor student progress in the classrooms, using state standards, the District will purchase CASE 21/Mastery Connect for a common benchmark assessment. This data will assist the district in pinpointing any other needs for strat

Finally, the district has implemented and developed plans for implementing and impacting loss of instructional time. The district provided ELEVATE, a summer program that allowed students to attend school in order to gain academic knowledge along with assisting in their social emotional needs and having interactions with their peers. The district will continue to measure the needs as they arise and add them to our living documented plan.

**How the LEA will spend the remainder of its funds**

We will monitor the success of the programs that we have purchased to determine which interventions encourage student growth. After a team made up of district and school personnel reviews the data in order to disaggregate the based on sub-groups and populations, the team will determine the need for allocations to do multi-year renewals. We will also review the CASE 21/MasteryConnect assessments to determine other academic needs in the district. The district will monitor the needs for cleaning products, masks and other personal protective equipment.

| <b>Intervention</b>               | Academic Impact of lost instructional time   | Responding to the needs of students<br>(A=Academic, S=Social, E=Emotional, MH =Mental Health TP=Teacher Practices) | Relevant Citations   |
|-----------------------------------|--|--|--|
| <b>Thoughtful Classroom</b>       | Improving the practices of our faculty and staff in order to provide scaffolded information and explicit instruction   | A, S, E, TP  | Subban, P. Differentiated Instruction: a Research Basis, International Education Journal, 2006, 7(7), 935-947.<br>Marzano, R. J. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: ASCD.   |
| <b>StemScopes</b>                 | Immerses students in real world phenomena through engaging lessons with interactive features including high quality media and a focus on vocabulary that will touch on all learning styles. (K-5)  | A, TP  | Monroy, C., Snodgrass Rangel, V., Whitaker, R. (2013) STEMscopes: contextualizing learning analytics in a K-12 science curriculum  |
| <b>Amplify</b>                    | Blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.(6-8)  | A, TP  | D'Angelo, C., Rutstein, D., Harris, C., Bernard, R., Borokhovski, E., & Haertel, G. (2014). Simulations for STEM learning: Systematic review and meta-analysis. SRI International.<br><br>Pearson, P. D., Moje, E., & Greenleaf, C. (2010). Literacy and Science: Each in the Service of the Other. Science, 328 (pp. 459–463).  |
| <b>Lexia Core 5/Lexia PowerUp</b> | Lexia Core 5 is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn. Lexia Powerup accelerates literacy gains for students in grades 6–12 who are at risk of not meeting College- and Career-Ready Standards. Proven to be up to five times as effective as the average middle school reading intervention, PowerUp enables students to make multiple years of growth in a single academic year. | A  | Hurwitz, L.B., & Vanacore, K.P. (2020). Impact of the Lexia® Core5® Reading program on students with reading and language impairments. Concord, MA: Lexia Learning Systems LLC, a Rosetta Stone company.<br>Hurwitz, L. B. (2020). <i>Supporting Struggling and Non-Proficient Middle School Readers with the Lexia® PowerUp Literacy® Program</i> . Concord, MA: Lexia Learning Systems LLC, A Rosetta Stone Company. |

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| <b>Reading Plus</b>            | Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation. This will assist our students that have gaps in reading skills due to the COVID gap.   | A        | Spichtig, A. N., Gehsmann, K. M., Pascoe, J. P., & Ferrara, J. D. (2019). The impact of adaptive, web-based, scaffolded silent reading instruction on the reading achievement of students in Grades 4 and 5. <i>The Elementary School Journal</i> , 119(3), 443-467. |
| <b>Wellness Weekly</b>         | This program is a CASEL-Aligned Tiered Curriculum with the focus on the well being of the child. It will support social-emotional learning and discussions using whole group, small groups and one on one formats. This will be implemented by our counselors, with a focus on students in need of intervention.  | S, E, MH | Fazel, M., Hoagwood, K., Stephan, S., Ford, T., Mental health interventions in schools 1. <i>Lancet Psychiatry</i> . 2014 Oct; 1(5): 377-387.  |
| <b>CASE 21/Mastery Connect</b> | CASE Assessment offerings include benchmarks to gauge students' progress at key points during the school year, a tightly-aligned item bank that reflects state assessment rigor, and an ACT practice test to ensure students are prepared for the next step in their academic career. They provide everything you need to gauge standards mastery and predict summative outcomes. | A, TP    | Herman, J. L., Osmundson, E., & Dietel, R. (2010). Benchmark assessments for improved learning (AACC Policy Brief). Los Angeles, CA: University of California.   |

**A description of how the district conducted meaningful consultation with the required stakeholders and how they took stakeholder feedback into account when crafting the plan.**

Grayson County Schools Superintendent contacted our local educator union, KEA, and the district representatives for feedback on what concerns and needs that they shared.

The Superintendent also asked each school and the district administrators to do a reflection of needs and programs with their faculty, staff, site based council members and their parent teacher organizations to determine the greatest needs in their school, considering subgroups and their school populations. The principals came back to the next administration meeting with their prioritized lists of needs. The district admin team then took the lists to determine ranked needs. The district is optimistic that most of the requested needs will be addressed with the funds that have been awarded. After collecting data, the district will create a team, selecting from stakeholders, such as parents, high school students, district personnel, and representatives from each school to look at the data to conduct a needs assessment and determine next steps.

Our local educator union, KEA, was supportive in their response of the efforts the district is making. There was one concern mentioned regarding technology implementation plans and the time it takes to acquire and implement new technology. The district is making an effort to address this concern, but is dependent on manufacturers and suppliers that are outside of our control.

A special meeting was held on July 8, 2021, to garner input from students, families, and community stakeholders. We also plan to create a survey to gather even more input from students, families and community members.

There are no local civil rights groups that we are aware of to consult with.