

Christian County Public Schools (CCPS) ARP ESSER Plan Narrative

By utilizing the ARP ESSER funds, CCPS will fund school nursing staff to ensure the health and safety of our students and staff. School nurses are an integral position in each school and the district by providing immediate health care and maintaining communication with Christian County Health Department. School nurses are the frontline of defense in notifying COVID Officers and school administrators if there is a COVID related illness. School nurses also coordinate with our social workers to monitor the overall well-being and mental health of each student. ARP ESSER funds will be used to fund three social workers within the District to provide mental health support to all students. Social workers provide therapy sessions, suicide screeners, and a variety of other services to assist in the development of the student as a whole. In conjunction with nurses and social workers, CCPS has hired a Diversity Administrator for one year to assist the District and schools in resolving education and diversity issues affecting educators, students, parents, and the community. The Director of Alternative Programs and Diversity Assistant will continue to support the engagement of family and community partners in various academic, instruction, and social and emotional supportive services.

In continuing our plan to offer educational services to all students, CCPS offers a Virtual Learning Academy (VLA) for those students who have underlying health conditions that prevent them from attending in-person school due to COVID-19. This offering is in response to a large group of parents and students who requested to remain virtual due to health reasons. To support the VLA, ARP ESSER funds will be used to purchase Canvas and Florida Virtual software systems. Florida Virtual is the instructional software that all VLA students will utilize. Canvas is a platform system that all CCPS students will utilize whether they are VLA or in-person. Canvas software allows for easy transition to non-traditional instruction if necessary. Also in support of virtual learning, technology hardware will be purchased for students and teachers. Chromebooks for students and laptops for teachers will be purchased to ensure easy transitions from in-person instruction to non-traditional instruction if the case arises throughout the school year. The chromebooks will allow students at CCPS to have access to the curriculum. Curriculum has evolved and changed and more and more is being delivered electronically. The laptops and docking stations that will be replaced are for teachers. These laptops and docking stations are needed to replace older desktops that have lapsed on warranty and at times struggle to allow the teacher to work in the new normal classroom. The demands on the processors that are now placed on the teacher computers in order to keep up with changes in the curriculum due to the pandemic. In classroom camera/projector systems will be installed so that teachers can

provide instruction virtually to students who may be learning at home due to illness or quarantine.

To address learning gaps due to the COVID-19 pandemic and school closures, Summer Learning Institute (SLI) was implemented in the summer of 2021 for any and all students who elected to attend. SLI 2021 provided instruction for all grade levels over the course of four weeks. Differentiated instruction was provided for gifted/talented students in the form of STEAM camps and project based learning. However, during the summer of 2022, a more targeted approach to SLI was implemented to reach specific students who needed to close learning gaps or recover lost credits. In addition to SLI, Jump Start for incoming 6th graders to middle schools and incoming 9th graders to high schools was held prior to the start of the school year. These two-day sessions assist students in transition years to ensure that they are prepared for their new learning environments and the courses they have elected to begin. CCPS plans to continue these sessions during summer of 2023 and summer of 2024 by utilizing ARP ESSER funds to pay teachers and staff for their additional time, provide needed classroom resources and materials, and provide transportation for students to and from SLI if needed.

To address the learning loss and learning recovery process that all schools have encountered due to the COVID-19 pandemic, CCPS has hired Intervention Coaches for each of our 15 schools. Intervention Coaches will support and monitor the implementation of a multi-tiered system of support (MTSS) to address academic, social and behavioral needs of all students K-12. Ongoing professional learning for all school teams on the key components of MTSS and district-wide expectations will occur throughout each school year. Screening of all students for academic, social and behavioral needs will occur at least three times per school year using a universal screener for reading and math. Intervention Coaches will provide targeted instruction and support three-five times per week to meet the individual needs of students. Intervention Coaches will coordinate with guidance counselors, social workers, and other mental health professionals to ensure student social and behavioral needs are met. District Instructional Supervisors and Director of Alternative Programs will regularly observe MTSS team meetings in each school to monitor the implementation of the district response-to-intervention guidance.

CCPS will utilize standards-aligned benchmark assessments given to students three times a year to predict their performance on state assessments, so that teachers and other school staff can intervene early at the student, class, or school level to improve any deficiencies. The assessments will be vendor created and used in a controlled assessment setting to mimic the state assessment, avoid teacher bias, and generate accurate data. Benchmark

data will be aligned to standards with the goal of both saving time and providing students with the targeted instruction they need. The standards-aligned assessments will also provide additional item banks for teachers to use in creating classroom formative assessments to progress monitor student mastery of standards throughout the year.

To assist in the high school level MTSS team, each high school (2) and the alternative school will be provided with a Transitions Coach. The Transition Coaches will ensure that all 11th and 12th grade students have a "Day After Graduation Plan" and implement evidence-based interventions to help students stay in school and graduate prepared for college or career. Coaches will coordinate with local partners to connect students to future employers or post-secondary education partners aligned to their individual plans. Coaches will identify students at risk of dropping out and assign a student advocate.

Monthly meetings will include the Intervention Coaches, Transition Coaches, MTSS school team, guidance counselors, and MTSS district team to review and analyze student data and evaluate the effectiveness of the MTSS. Schools with data that indicates a lack of student progress and/or ineffective MTSS implementation will be provided additional coaching and support from district leaders including, but not limited to, professional development for teachers, coaching for school leaders, support for data analysis, etc.

The implementation of the above mentioned programs and supports for students require additional training and professional learning for CCPS teachers and staff. ARP ESSER funds will also be utilized to provide training on the use of Canvas software, annual intervention workshops for CCPS Intervention Coaches and Transition Coaches, grading and scheduling workshops for all teachers to ensure that data is accurate and being used appropriately to target student supports, and various other district lead initiatives for teachers and the multi-tier support system for interventions.

As the height of the COVID-19 pandemic wanes, the one thing many businesses and educational institutions have in common is the lack of staffing. Teacher recruitment has become a top-priority in many school districts across the country. CCPS has taken bold steps to assist in legislation, write grant applications, and provide support to students who wish to become teachers. CCPS provides mentors and tutoring assistance for new or emergency/alternative certified teachers to become fully certified teachers in the state of Kentucky. CCPS has partnered with the local Rotary group to provide scholarship opportunities for students in college pursuing a teaching degree and to ensure that those students return to CCPS as teachers once they've completed their coursework. CCPS would also like to use ARP ESSER funding to partner with area educational cooperatives, to provide another scholarship opportunity for staff who are currently working as teachers in our district to complete their rank change and agree to provide additional years of service to CCPS. Teacher recruitment and retention is a top priority of CCPS, without teachers,

CCPS would not be able to close the learning gaps and provide learning recovery opportunities that have been created due to the COVID-19 pandemic.

In preparation for the consolidated high school with a career academy approach, CCPS has partnered with Ford Next Generation Learning as a consulting organization. Ford NGL has advised an extensive network of schools to transform entire communities using the Career Academy Model. The Ford NGL group will complete an audit of CCPS and the readiness of local business and industry partners, as well as other organizations like the local Chamber of Commerce and the Workforce Development Committee in Christian County. Their audit will involve focus group meetings with internal and external partners. Ford NGL will continue to support the district transformation into career academies through leadership coaching, professional learning, master planning, and strengthening community partnerships. Also to coordinate the efforts of CCPS with local leaders, architects, and student transitions, CCPS has hired a Consolidation Coordinator to work with all parties involved in the formation of the consolidated high school. The Coordinator will ensure the alignment of the physical building, educational model, student support services and activities, and community engagement.

For the remaining 80% of ARP ESSER funding, CCPS is collaborating with architectural and other consultants to consolidate our high schools. Currently, CCPS has two high schools and a Local Area Vocational Education Center (LAVEC) which are all well beyond the useful estimated life of the buildings. Within the plans for the consolidated high school, we will use furniture, surfaces, and materials that are easily cleanable and antimicrobial in the construction process. There will be clear directional signage for traffic flow to manage social distancing along with signage listing expectations of mitigation strategies to prevent the transmission of COVID-19 or other illnesses. By utilizing the Academy approach for construction, we will separate water systems by Academy to reduce distribution of water borne pathogens. The Academy approach itself lends that to the idea that students will remain in their Academy wing throughout the day, which limits the student's exposure to other students thereby assisting in mitigation of transmission of COVID-19 or other illnesses. Flexible spaces within the building will provide appropriate social distancing between students. Entrances will include screening stations, hands-free door openers and hardware, and touchless sanitizing stations. CCPS will utilize ARP ESSER funding to incorporate clean air technology by utilizing bipolar ionization into the new facility by purchasing HVAC systems that assist in the reduction of transmission of COVID-19 and other airborne viruses. Also included in the plans for the new facility are areas of outdoor seating for lunch periods, outdoor classroom space, wider hallways, and a supervised quarantine area for symptomatic individuals.