

Southgate Independent School District

ARP ESSER Plan

July 2021

During the 2020-2021 school year, the Southgate Independent School District adhered with the recommendation of the Governor of Kentucky, Kentucky Department of Education, and Centers for Disease Control for temperature checks, social distancing, mitigation strategies, and masking of all students and staff. To manage this for the school year, the Southgate Independent School District used a hybrid schedule for in-person instruction with half the students attending in the morning and the other half of students attending in the afternoon, with additional virtual/NTI expectations for the portion of the day students were not attending in-person instruction. All students were also given a virtual option in lieu of in-person instruction. During the time of high positivity rates, the district moved to fully virtual for the first five weeks of the school year and for seven weeks in the middle of the school year. Starting March 8<sup>th</sup>, all students were given the option to return to all-day, in-person instruction. The vast majority of students in Southgate Schools returned to all-day, in-person instruction for the entirety of the 4<sup>th</sup> quarter. With limited time for in-person instruction during the first three quarters of the school year, focus for the elementary school was on reading, math and intervention in these content areas during in-person instruction part of the day, then science and social studies were completed at home utilizing a variety of virtual platforms. Middle school students attended in-person instruction of core classes half day, i.e. participating in two classes on alternating days. Due to this abbreviated schedule and half of the instructional time taking place outside of school, student achievement data indicated that a majority of students had less than adequate growth in all academic areas by the end of the year. Most students did make progress throughout the school year academically, but the majority did not meet their yearly growth goals. As a result, Southgate Schools offered summer learning to middle school students and during the spring applied for the Daytime Waiver through ESS funds for Credit Recovery.

Southgate schools also offered a summer program to students K-8<sup>th</sup> grade. The summer programs took place three hours a day and were based on the students' needs with a heavy focus on Reading, Math, Social Emotional Learning and included a variety of enrichment classes.

In preparation for the 2021-2022 school year, plans are in place to address student academic and emotional needs to assist students back into regular routines and achieving academic goals.

As a part of the planning process for the upcoming year, a priority needs assessment was given to staff prior to school ending. This needs assessment showed that staff wanted additional support in higher level questioning strategies, literacy content resources, engagement strategies, Google Classroom and differentiation. Administrators met with all staff after the 2020-2021 school year to reflect on the year and to prioritize next steps in order to best serve our students. A more recent survey was sent to all stakeholders to determine priority growth areas in order to assure The feedback, suggestions and concerns ranged from academic, social-emotional, to special needs services and health safety. Planning for academic recovery includes additional intervention time, academic programming, professional development for staff, additional instructional times and days, along with events for family engagement. To address the social-emotional needs of students, planning includes additional counseling services with both school-based and outside agencies. Social-emotional needs will be assessed using a universal screener known as Terrace Metrics. This assessment will identify students and areas of social-emotional struggles due to COVID and the pandemic. As for maintaining health safety we will determine proper mitigation strategies and buy the necessary supplies as well as follow CDC guidelines to assure students and staff remain as protected as possible.

**Part I: The extent to which and how funds will be used to implement prevention and mitigation strategies consistent with the Centers for Disease Control and Prevention guidance on reopening schools?**

Prior to the 2020-2021 school year, an evaluation of facilities was conducted to create an environment of social distancing and other mitigation strategies. The results of this evaluation led to purchasing of furniture, supplies, and personnel to create a safe environment for those who chose in-person instruction. Technology was also purchased for both students and staff to provide for a robust virtual learning environment.

<b>Purchase</b>	<b>Description</b>
Chromebooks were purchased so to allow 1:1 device for students.	Current Devices had reached the end of their useful life expectancy. With this purchase, each student was provided a device to participate in virtual/NTI instruction.
New student desks and chairs	New student desks and chairs were purchased to provide for six feet separation for students in grades K-2 during in-person instruction throughout the school day.
Air Purifiers	Air Purifiers were purchased for classrooms that had limited ventilation opportunities.
Temperature check equipment	To provide for quick temperature checks for all students and staff, temperature check equipment was purchased for the main entrance of the school. This provided a way for all people entering the schools to be checked for fever and recorded for contact tracing.
Additional cleaning supplies	Hand sanitizer dispensers were installed in each classroom and high trafficked areas for frequent use. Electro-static machines were purchased to disinfect rooms between in-person instruction sessions. Additional disinfectants, paper towels, and gloves were purchased for each classroom in the district.
Personal Protective Equipment	Masks, dividers, partitions, gloves, and visors were purchased to reduce the spread of Covid.
CARES Coordinator	The funds will be used to continue the appropriate services needed by our existing staff members based on the specific needs of the school district.

**Part II: 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.**

With the loss of in-person instruction in the 2020-2021 school year, many students did not meet their yearly progress in all academic areas. Planning for academic recovery began in the spring of 2021 to develop plans to address student needs beginning in March 2021, when students returned to all-day in-person instruction. Southgate applied for the ESS Daytime Waiver through KDE to address and remediate learning loss. The extra time provided additional academic support for those students that did pass content courses. Southgate Schools also hired additional support personnel to meet the needs of the students who have opted for all virtual off campus instructional model. As the school year was finishing up, all students were assessed in reading and math utilizing MAP to determine their academic progress for the school year. Southgate used the data to prepare and implement a summer academic/intervention and enrichment program for 38% elementary students and 18% of middle school students. In addition, Our United Way grant program allowed Southgate to offer a seven-week kindergarten readiness program, known as Me and My School to all incoming kindergarteners. Southgate will have a full-time media specialist with emphasis on technology. This will allow our library media center to be open and accessible to our students. This will also allow time for our media specialist to collaborate for STEM activities, research and other technology-based projects. This new opportunity will allow K-8<sup>th</sup> grade students to attend media each week for technology and digital based instruction. By increasing the role to fulltime, the library media teacher would also assist staff and students with technology support. Other support personnel would include a reading intervention consultant and an intervention program coach. Both the

consultant and coach will address learning loss through detailed program directions, guidance and support. Southgate will add instructional assistants that will work directly with the RTI teacher and respective students to also address learning loss.

Southgate Independent Schools is a Preschool through eighth grade program. Eighth grade graduates have the option of enrolling in one of four surrounding high schools. Students transitioning to one of our local high school partner, Bellevue High School, will receive support through an MOU between Southgate and Bellevue school districts. A certified special education teacher will provide support to incoming identified freshmen through intensive interventions. Additionally, students identified with emotional and behavioral deficits and whose behaviors were exacerbated during the pandemic, are being turned away from enrolling in the local high schools. Therefore, they are referred and placed in the Regional School Programs offered by the Northern Kentucky Cooperative for Educational Services, NKCES. The slot cost per student is expensive as the services provided are comprehensive and intensive in order to address the deficits.

As we continue to prepare for the 2021-2022 school year, Southgate adopted a new reading series. This program will be implemented next year and requires professional learning and resources to prepare for an effective execution. This program will support a 90 minute literacy block K-8<sup>th</sup> grade. In addition a 60 minute reading intervention time will take place. All of this supported by a school-wide reading curriculum that will promote reading strategies and a common literacy language at Southgate. We will also need the necessary materials and consumables to support the reading program for the future.

In the event that Southgate will need to offer a virtual option for the 2021-2022 school year, instruction will be delivered using a digital platform approved by the school district. This

platform may be Google Classroom and/or another Online digital platform such as Edgenuity.

We will utilize funds to ensure Kentucky certified teachers provide standards-aligned curriculum and instruction to students using one or more of the digital platforms as best suited for the student(s).

Planning for the 2021-2022 school year is a top priority, as Southgate will utilize funds to provide for additional personnel for interventions, additional programming, and additional instructional time to address student needs. Funding will also be utilized for addressing social-emotional needs of students as they return for the school year.

<b>Purchase</b>	<b>Description</b>	<b>Program</b>	<b>Citation for Evidence-Based Practice</b>
Edmentum (Exact Path & Study Island)	Edmentum, Inc. is a leading provider of online learning programs designed to drive student achievement for academic and career success.	Exact Path & Study Island	Exact Path reveals statistically significant positive achievement gains related to student usage of Exact Path across all three of the available subjects—reading, language arts, and mathematics. Students in classrooms using this solution exhibit significantly greater achievement gains compared with overall district and state growth rates.
HMH Reading Series	School-wide researched bases reading program.	Into Reading	The Colorado Dept. of Education researched to find Into Reading is a comprehensive ELA program that provides explicit, systematic instruction across all strands of literacy...and other significant research in the areas of literacy education, the science of learning and cognition, teacher preparedness and instructional practices,

			equity and diversity in literacy education, growth mindset and digital learning.
HMH Reading Series	School-wide researched based reading program.	Into Literature	According to the Texas Resource Review The Into Literature materials describe their approach to text complexity as a blend of quantitative and qualitative analyses resulting in a grade-band categorization of texts. The sixth-, seventh-, and eighth-grade materials include a variety of text types and genres across contents. Texts are appropriately challenging and are at an appropriate level of complexity to support students at their grade level.
Intermediate Direct Instruction Intervention Program	The Novels program is a Reading Mastery program that focuses on novels for intermediate students. It develops reading skills and strategies through systematic, small steps that make it possible for all children to learn and learn in a timely manner.	Novels	According to McGraw Hill A total of 37 studies with multiple comparisons that involved active interventions of Direct Instruction were included. Twenty studies were selected for review by an independent research professor to assess the quality of the studies. A 94% agreement rating was reached between Adams and the independent reviewer.
Primary Direct Instruction Intervention Program	The Reading Mastery programs are basal reading programs that develop reading skills and strategies through systematic, small steps that make it possible for all children to learn and learn in a timely manner.	Reading Mastery	According to McGraw Hill A total of 37 studies with multiple comparisons that involved active interventions of Direct Instruction were included. Twenty studies were selected for review by an independent research professor to assess the quality of the studies. A 94% agreement rating was reached between Adams and the independent reviewer.
Direct Instruction Coach	Coach will assure fidelity of Reading Intervention programs.	Reading Mastery & Novels	Coach with 30 years of experience in Direct Instruction experience.



Intervention Program Consultant	Consultant will guide staff as they implement intervention programs new to them.	Read 180, Math 180 & System 44	Consultant with prior knowledge and experience with all three programs will provide guidance and support to new staff.
Middle Grades Interventionist	The Middle Grades Interventionist will provide reading, writing, and math intervention to students that fall below the 25 <sup>th</sup> percentile based on MAP. Identified students in multiple grades will receive intervention in math utilizing Math 180. Identified students in reading will receive intervention utilizing Read 180. These interventions will take place during the school day.	Read 180  Math 180	Read 180: WWC results indicate an improvement index of 6 for comprehension, 4 for literacy achievement, and 4 for reading fluency.  A study conducted by JEM&R found that Math 180 results showed that use of the <i>MATH 180</i> Digital Access Solution was associated with significant improvements in mathematical performance, $p < .01$ . On average, students using the solution improved by 159.1 Quantile measures. This level of growth exceeded the average performance typically seen in this cohort.
	Identified primary students will receive intervention in reading utilizing System 44.	System 44	The Every Student Succeeds Act- (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement.

**Part III: How the LEA will spend the remainder of its funds?**

The LEA will utilize the remainder of the funds to provide academic and social emotional support for students and families over the course of the next three years. Programs services listed in section two will continue for the next three years to address academic recovery due to the pandemic. Additional funds from ESSER will be used to provide social-emotional assessments and therapy to students. Students will be assessed using terrace Metrics programs to identify

areas of concern in the area of social-emotional well-being. Results will be analyzed by the guidance counselor and school staff. We are fortunate enough to combine efforts with the Positive Action Curriculum (supported with separate grant funds). This curriculum will support the data findings from Terrace Metrics, which will ultimately support our students. As well as concerns will be discussed and communicated to parents. Funding will also support appropriate mitigation strategies to stop the spread of the COVID virus, including supplies and facility adjustments for social distancing and disinfecting.

Southgate will need to implement and sustain the reading program purchased to begin instruction in the 2021-2022 school year. This program requires professional learning and resources to to sustain the reading series. This particular program supports not only academic progress, but social-emotional learning as well. This program will allow Southgate to promote reading strategies and a common literacy language school-wide in the near and far future. This program also supports K-8<sup>th</sup> grade with differentiation to meet the needs of all learners.

Southgate plans to purchase a math series to provide comprehensive instruction in grades K-8. A school-wide math program will benefit Southgate in so many ways. However it will require professional learning and resources to prepare for an effective execution. A school-wide math program will promote math strategies and a common math language at Southgate. We will also need the necessary materials and consumables to support the math program for the future.

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teacher will provide support to incoming identified freshmen through intensive interventions. Additionally, students identified with emotional and behavioral deficits and whose behaviors were exacerbated during the pandemic, are being turned away from enrolling in the local high schools. Therefore, they are referred and placed in the Regional School Programs offered by the Northern Kentucky Cooperative for Educational Services, NKCES. The slot cost per student is expensive as the services provided are comprehensive and intensive in order to address the deficits.

As Southgate prepares for the future we will need to prepare for social distancing, mitigation strategies, and the possibility of temperature checks and masking of all students and staff.

We will need to sustain our previous health safety purchases, such as hand sanitizer dispensers that were installed in each classroom and high trafficked areas. Electro-static machines were purchased to disinfect rooms between in-person instruction sessions. As well as, additional disinfectants, paper towels, and gloves were purchased for each classroom in the district.

We will need to continue to compensate an ESSER coordinator to work with stakeholders to determine funding expenditures and continue to monitor the appropriate services needed by our existing staff members based on the specific needs of the school district.

**Part IV: 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.**

Southgate Schools promote learning that will analyze assessment data of all students within the district, develop professional developing planning for instruction, create intervention programming for students performing below grade level, and coordinate additional services to support students and staff. All students will be screened using MAP three times a year. Students

performing below the 25<sup>th</sup> percentile will be identified for tiered intervention in literacy and math. Every 8 weeks, progress data will be reviewed by our Advisory Team through focused Advisory Team Meetings (ATMs) to develop the next step for each identified student. The interventions provided are all research-based and will be instructed with fidelity, as supervised by Southgate Coaches/Consultants, Interventionist, Instructional Coach and Principal. All students K-8th grade will participate in a 90-minute Literacy block and this is in addition to RTI time.

## **Conclusion**

The Southgate Independent School District has created this plan to address the needs of all students, in both academic and social-emotional arenas, in conjunction with stakeholders of each of our schools. Input from teachers, parents, support personnel, and students were solicited in identifying needs and planning for recovery. Utilization of ESSER funds will provide the personnel and programming support to address the identified areas that were impacted by COVID and the loss of instructional time starting in March of 2020.

Through implementation and fidelity, the district goal is to recover all lost instruction due to COVID and to assist in adjusting the student population back into routines of school. Progress will be analyzed regularly, and adjustments made in order to meet the needs of all students. Southgate Independent School District will continue to implement prevention and mitigation strategies consistent with the Centers for Disease Control and Prevention guidance. We will utilize remainder funds to address the academic impact of lost instructional time by implementing evidence-based interventions and adjusting as needed.