

Morgan County Schools
American Rescue Plan (ARP) Funding Written Plan
July 31, 2021



#MCSunited

Part 1: How the LEA will use funds to implement prevention and mitigation strategies consistent with CDC Guidelines for reopening schools.

Social Distancing	Morgan County Schools will social distance at 3 feet or more when feasible. Visitors may be limited.	
Mask	All students and staff are encouraged to wear a mask, but not required to do so with the understanding this could change depending on the COVID-19 Daily Case Incidence Rate.	
Screening and School Exclusion	A temperature of greater than 100.4 will result in being sent home. A student or staff member sent home with COVID-19 symptoms will be able to return to school after meeting the requirements set by our local health department. Parents will provide an assurance for daily temperature and symptom checks.	
Contact Tracing	The local health department will notify us if there is a positive case or contact that impacts our school district. The district will work with the local health department to assist with any contact tracing specific to our schools. If quarantined, students or staff are not to attend school related events on or off campus.	
Sanitation and Environment	Staff will teach and encourage proper handwashing techniques and respiratory (coughing/sneezing) hygiene practices for all	

Standards	students. Hand sanitizer will be available in every classroom for students and staff use. Surfaces will be cleaned on a regular schedule.	
Food Service	Students may eat in designated areas and will be served breakfast and lunch. Students will have the ability to pick up meals when on distance learning or virtual learning options.	
Transportation	All buses will have assigned seats based on pick-up and drop-off order and students from the same households will sit together. Masks will be worn by all students and all staff while on the bus.	
<p>Part 2: How the LEA will use funds to address the academic impact of lost instructional time</p> <p>Part 3: How the LEA will ensure that interventions address the academic impact of lost instructional time and respond to academic, social, emotional and mental health needs of all students.</p>		
Extended School Program (Afternoon)	<p>To provide additional evidence based services to students in the areas of Reading, Math, Social/Emotional, along with enrichment. Funding would provide materials for the afterschool program, along with transportation and meals. The program would operate two days a week with the potential for three days. It will start the week of October 4th. A stipend will be provided to an after school program coordinator at each school, additional stipends for teachers to provide the service, along with a classified position to help manage the office.</p> <p>Student data will be collected at designated intervals to assess if the extended school program is providing the correct support to increase student achievement.</p>	<p>https://files.eric.ed.gov/fulltext/ED593600.pdf</p> <p>Neild, R.C., Wilson, S.J., & McClanahan, W. (2019). <i>Afterschool programs: A review of evidence under the Every Student Succeeds Act</i>. Philadelphia: Research for Action.</p>
Summer School	<p>ARP funds to be used for year 3 of a summer school if data from year 1 and year 2 supports the continued need. The Summer School program will be similar to that of the afterschool program. It will provide additional support in the areas of Reading, Math,</p>	<p>https://files.eric.ed.gov/fulltext/EJ1173313.pdf</p> <p>McEachin, Andrew, et al. "Effective Summer Programming." <i>Eric.ed</i>,</p>

	<p>Writing, Social and Emotional and Enrichments. Transportation and meals will be provided. Students may also participate in field trips.</p> <p>Data will be collected and analyzed to determine the continued need.</p> <p>Student data will be collected at designated intervals to assess if the extended school program is providing the correct support to increase student achievement.</p>	<p>American Educator, Spring 2018, https://files.eric.ed.gov/fulltext/EJ1173313.pdf.</p>
<p>Curriculum/Resources/Material</p>	<p>Morgan County schools will use ARP funds to purchase evidence based curriculums, instructional materials and resources to improve student achievement. This will include all academics and social and emotional learning. Items may include:</p> <p><u>Graphing Calculators</u>- While our students use an online calculator for the KPREP assessment, they use a graphing calculator for the ACT. The college readiness benchmark is 19 in Math. Morgan County High School average 18.6 in math on the 2020 ACT and a 17.2 on the 2021 ACT. If students were to have access in every math class to graphing calculators, their competency would improve and, in turn, the Math Average on the ACT should improve. The district would also need to purchase the charging stations to utilize along with the graphing calculators.</p> <p><u>Math Curriculum</u>- Morgan County Schools would like to change their math curriculum to an updated evidence-based resource. This would allow for more consistency in vertical and horizontal alignment and would provide for better transition for our transient students. 2019 KPREP data for Math shows that while the elementary schools are performing better than the middle school in the area of mathematics, both levels are in need of improvement. This middle school is performing 40.8% in mathematics while the state average is 4.4%. Additionally the average from elementary overall math drops from 55.5% at the elementary level to 40.8% at the middle school level. Teacher survey data shows that 38.3% of</p>	<p>An, Xiaozhu. "Measuring the Impact of IXL Math and IXL Language Arts in Kentucky Schools." <i>IXL</i>, IXL Learning, April 2021, https://www.ixl.com/ESSA/ESSA-Research-Report.pdf. Accessed 3 August 2021.</p> <p>https://www.ixl.com/ESSA/ESSA-Research-Report.pdf</p> <p><i>enVision Mathematics Common Core (2020-2021)</i>, edreports.org, 2021, https://www.edreports.org/reports/overview/envision-mathematics-common-core-2020-2021. Accessed 4 August 2021.</p> <p>Parrot, Mary Ann S., and Kwan E. Leong. "Impact of Using Graphing Calculator in Problem Solving." <i>Eric.ed</i>, International Electronic Journal of Mathematics Education, 2018, https://files.eric.ed.gov/fulltext/EJ1227509.pdf.</p>

teachers believe they need more resources to teach mathematics.

Morgan County Schools also plan to purchase IXL, a personalized learning platform that is tailored to help build mathematics skills. Research shows that schools that utilized this program resulted in a positive effect on student performance on the KPREP assessment in math. This resource would be provided for students in K-8 and can be utilized for virtual learning if needed.

Reading Curriculum-The Morgan County schools plan to use ARP funds to update the current reading curriculum for an evidence-based curriculum. The schools have been using the same materials for several years and new evidence and research has shown that there are newer methods to help students succeed. In 2019, KREP scores show that MC elementary schools had 58.4% of the students performed at Proficient or Distinguished. Once the students entered middle school the number scoring proficiency drops below the state average. 59.6% of teachers surveyed felt they needed more resources for reading in their classroom.

Kentucky Virtual Library- The KY Virtual Library services to promote literacy throughout the state of Kentucky. After the pandemic year that required a lot of virtual instruction, it is more important than ever to provide KY students more access at home and school to various types of text. Access to this online platform provides resources in Career Preparation, Computer Skills, ACT preparation materials, as well as various other sources of information to improve student learning.

StoryWorks Magazine- StoryWorks magazine provides students with texts that are realistic and include practical information. The texts encourage students to read at home to build the home-school connection. In addition, these magazines utilize visual graphics to increase student engagement in the text. Storyworks Magazines provide cross-curriculum texts to enhance

“Amplify CKLA Skills (2020).” *edreports.org*, 2020, <https://www.edreports.org/reports/overview/amplify-ckla-skills-2020>.

Amplify ELA (2019).” *edreports.org*, 2019, <https://www.edreports.org/reports/overview/amplify-ela-2019>.

Scholastic Research & Validation. (2019). Scholastic Classroom Magazines Research Foundation. New York, NY: Scholastic Inc.

skills in other subject areas in addition to reading. This resource would be purchased for grades 2nd-5th district wide. The district has identified this as a good supplemental resource to help address the learning loss of students due to COVID-19.

Reading Plus- Morgan County Schools plan to purchase Reading Plus as a supplement to Reading in grades 6-12th grade. Studies on Reading Plus show that students who were engaged in Reading Plus saw increases in their ability to comprehend, saw increased vocabulary and were able to improve their reading efficiency. Much of the research completed on Reading Plus focused on the benefits for students receiving free or reduced-priced meals. Studies have shown that not only have reading skills improved, but students' interest in reading has improved as well.

Renaissance Learning Accelerated Reader and Star Reading- Morgan County Schools plan to use this program as a supplement to the Reading program for grades K-8. This program provides guided reading instruction for students. Frequent feedback is utilized from the program to progress monitor students to guide teaching and learning. Students choose books on their level and based on their interest. This would serve to promote a lifelong love of reading while enhancing overall reading skills. This program meets WWC group design standards without reservations.

Science-Morgan County schools plan to purchase evidenced-based supplemental resources and curriculum for grades K-12. The district does not currently have an up-to-date curriculum. In order to address learning loss in this area, teachers will need updated evidence-based resources.

Social and Emotional Curriculum- Morgan County Schools plan to purchase an evidence-based curriculum for grades K-12. This will be utilized to address the needs of students due to long-term virtual learning. Morgan County Schools will also implement a

“Reading Plus.” *What Works Clearinghouse*, Institute of Education Sciences, September 2010, https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_readingplus_091410.pdf.

“Accelerated Reader.” *What Works Clearinghouse*, Institute of Education Sciences, June 2016, https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf.

Farr, Roger, et al. “The Word Up Project.” *flocabulary*, Educational Research Institute of America, <https://flocabulary.s3.amazonaws.com/pdfs/flat/the-word-up-project-research-base.pdf>.

	<p>trauma plan to help support the social and emotional needs of students and staff. The Trauma Plan incorporates calming areas that can be utilized by students.</p> <p><u>Social Studies</u>- Morgan County Schools plan to purchase evidenced-based supplemental resources and curriculum for grades K-12. The district does not currently have an up-to-date curriculum. In order to address learning loss in this area, teachers will need updated evidence-based resources.</p> <p><u>Nearpod</u>- This is a digital program that meets ESSA requirements. This program will allow teachers to address different learner needs, real-time formative assessment and helps improve student motivation.</p> <p>Additional evidence-based supplemental resources or material will be purchased to help address learning loss.</p>	
<p>Professional Development (To include mentor programs)</p>	<p>Professional development will be provided on new curriculum/instructional resources/materials. 53.2% of teachers surveyed stated they needed additional Professional Development in the area of reading. ARP funds may be used to help pay for the professional development. Staff will also have the opportunity to have evidence-based professional development in the areas of need, through ARP funds. New Teacher and Administrator Mentor Programs will be created to help support teachers to target learning loss.</p>	<p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/www/Docs/PracticeGuide/dddmg_pg_092909.pdf</p>
<p>Multi-Tiered System of Supports (MTSS)</p>	<p>Morgan County Schools Multi-Tiered Systems of Support will be used as an evidence-based framework to give universal, supplemental and targeted support to all students. The four components of MTSS include universal screening, data-based decision making, multi-level prevention systems, and progress</p>	

	<p>monitoring. All components make up an effective MTSS framework which allows districts and schools to provide core differentiated instruction and intervention in a timely manner to support students' learning loss. The MTSS system includes academic, behavior and social emotional supports. Some implementation strategies include training on the MTSS Framework, stipends for staff to attend training on effective intervention strategies and effective ways to monitor progress. Additional teachers or instructional assistants may be hired to help implement the MTSS system as well as the purchase of evidence-based programs for intervention, a universal screener, and a progress monitoring system. Additionally, data platforms may be used to help districts and schools effectively analyze data and make data-based decisions.</p>	<p>Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i>, 92, 81-90. http://weaeducation.typepad.co.uk/files/blackbox-1.pdf</p> <p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ddm_pg_092909.pdf</p> <p>Kekahio, W., & Baker, M. (2013). Five steps for structuring data-informed conversations and action in education. (REL 2013-001). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001.pdf</p>
Staffing	<p>Morgan County Schools will utilize ARP funds for Learning Loss teachers. This will allow for more direct, intensive interventions and opportunities for students to recover credits at the High School level. ARP funds will also be utilized to hire instructional assistants to help with small group instruction, provide additional</p>	<p>Catterall, James S., et al. "The Arts and Achievement in At-Risk Youth: Findings from four Longitudinal Studies." <i>arts.gov</i>, National Endowment for the Arts, March 2012,</p>

	support for the special needs population and to help teachers provide enrichments. In order to target students' overall well being, Music teachers will be paid through the ARP funds. This will provide for music enrichment in the elementary schools.	https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf .
Part 4: How the LEA will use the “remainder of its funds.”		
Technology	Educational Technology will be updated to help support student learning. This may also include internet services and ensuring adequate devices for 1:1 implementation.	
Facilities Maintenance	Morgan County Schools will use ARP funds to update the Heating Ventilation and Air Conditioning system at the Central Office. This school facility has an old system that is not conducive to mitigating the spread of the COVID-19 virus. This facility is used for teacher training, students may use the facility for test administration or meetings after school. The auditorium is often used by students for drama related events.	University of Cambridge. "Many ventilation systems may increase risk of COVID-19 exposure, study suggests." ScienceDaily. ScienceDaily, 29 September 2020. < www.sciencedaily.com/releases/2020/09/200929130301.htm >.
Part 5: How the LEA engaged in meaningful consultation with stakeholders to determine the focus of the plan.		
Surveys	Data has been collected from multiple surveys to gather input on how funds should be used. A Survey related directly to ARP funding had been posted on social media and the district's web page asking for input from all school staff, parents, and students. community members and community leaders. Parents from the disadvantaged groups had opportunities to complete multiple surveys related to COVID-19 including the ARP survey. School leaders and district leaders also had the opportunity to complete the surveys. Teachers who are members of KEA have had opportunities to complete surveys on instructional needs and other concerns related to COVID-19 and ARP. Survey data was reviewed during District level meetings related to ESSER/ARP funding.	
Meetings	Administrative meetings have been held to gather input.	

	<p>Consultations between the school district and the local Health Department have also occurred. School counselors along with other leadership have been included in discussion related to SEL curriculum.</p>	
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