

Daviess County Public Schools



ARP ESSER Plan

This plan outlines how the Daviess County Public Schools will use its ARP ESSER Funds. If you have questions or input, please call 270-852-7000 or email at contact@dcps.org.

Plan for Implementing Prevention and Mitigation Strategies Consistent with the Centers for Disease Control and Prevention Guidance on Reopening Schools

The [DCPS Reopening Plan for the 2021 – 2022 School Year](#) provides details on our commitment to providing high-quality in-person teaching and learning. In order to do this, DCPS has put in place a variety of strategies for keep our students and staff safe. DCPS will use ARP ESSER funds to continue our prevention and mitigation strategies.

Air Quality	Bipolar ionization devices will be placed in all schools and buildings to improve air quality.
PPE	Personal Protective Equipment will continued to be purchased to make sure all adults and students remain safe in accordance with the latest recommendations.
Cleaning Supplies	Additional cleaning supplies will continued to be purchased. The cleaning supplies help maintain a clean environment for our students and staff.

Plan for Addressing the Academic Impact of Lost Instructional Time through the Implementation of Evidence-Based Interventions

The district will address the academic impact of lost instructional time through Accelerate Learning for All. The goal of Accelerate Learning for All is that all students demonstrate success on grade-level assignments. This is based on the work of [The Opportunity Myth](#).

The first step was to allocate 2.5 million dollars each year to our schools using a base plus per pupil allocation. Each school submitted a learning-focused theory of action—If x, then y

resulting in the goal (goal is student learning). Schools had to answer the following questions which helped them focus on those students most impacted by the disruption of schooling:

- ❖ Equitably Distribute Resources
 - Who will you target and why? What data supports this decision?
- ❖ Consider Resources Beyond Just Funding
 - How does this theory of action fit into the daily schedule of students? What are the experiences or knowledge requirements of the core person who will provide these resources (if theory of action requires additional staff)? How will this theory of action impact teaching and learning in your building beyond the funding cycle?
- ❖ Blend, Braid and Layer Resources
 - What other resources beyond ESSER II will you be using to support this theory of action?
- ❖ Establish Priorities Through Stakeholder Engagement
 - How will all staff be aware of and participate in the plan design and implementation? How will you make families aware of the support provided by the funding as well as the reasoning behind its use?

Plan for Spending Remaining Funds

The district has implemented a Kids First 360° Supports program. This represents a blending and layering of ARP ESSER funds and other district fund sources. This initiative includes the following components:

- Accelerate Learning for All – School Allocations (see Addressing Academic Impact section)
- Summer Learning Opportunities
- Interventionist/ Social/Emotional Positions
- Teacher Training (Responsive Teaching/Just In Time)
- Implementation of School Law Enforcement Program (Safety)
- Expansion of Mental Health Program
- Expansion of School Health Program (+3.0 FTE RN's / +2.0 Health Techs)
 - Each middle school and high school has a dedicated RN
 - Elementary schools will have a ½ time RN
 - Each school has a full time Health Room Tech
- Expansion of District Student Services Support
- MTSS Supports (Fast Bridge-EduClimber/District Personnel)

In the fall, DCPS will undergo a major needs assessment. Working with [Studer Education](#), the Board of Education and Mr. Matt Robbins, Superintendent, have been working on the district vision and mission as well as a long term plan. Once these are established, the district will proceed with a major needs assessment to identify how to spend the remaining funds in a way that supports the vision of the district. Studer Education will help us gather the results of the needs assessment to diagnose where we are, engage our teams in conversations about the results and use these inputs to focus on areas working well and define areas for improvement.

Another major focus on the ARP ESSER is the Social/Emotional and Mental Health of our students and staff. Using ARP ESSER funding the district has increased the mental health therapy support by 120%. Each school will receive an increase in direct services from a highly trained district student assistance coordinator or social worker.

For the 2021 – 2022 school year, Daviess County will have:

- 32 school counselors
- 3 School-Based Mental Health Therapists – Special Education Related Services Focus
- 1 Coordinator of School Support – MTSS Focus with PBIS and SEL
- 1 District Counselor Coach
- 18 FRYSC Coordinators and Advocates
- 8 Student Assistance Coordinators
- 4 District Case Managers (Social Workers)

The district’s approach is a whole child approach based on the research included in [From a National at Risk to A Nation at Hope](#). A key line from the report addresses our belief – “The promotion of social, emotional, and academic learning is not a shifting education fad; it is the substance of education itself.” The research found in this report provides the background for our whole child approach outlined below in the graphic showing the evidence base for how learning happens.



Plan to Ensure Interventions Address the Academic Impact of Lost Instructional Time and Respond to the Academic, Social, Emotional and Mental Health Needs of All Students

A major component of the Accelerate Learning for All plan is the partnership with [Center for Public Research and Leadership](#) at Columbia University (CPRL). CPRL will provide high quality research and consulting services to our district to establish metrics for measuring the effectiveness of the interventions. CPRL use a process called [Evolutionary Learning](#). Evolutionary Learning is an approach that focused on organizational learning and improvement. CPRL was selected because they are committed to serving the needs of students that have been traditionally underserved and have been disproportionately impacted by the pandemic.

Between September 7 and December 17, 2021, CPRL proposes to:

1. Engage district- and school-level educators to articulate DCPS's learning acceleration priorities and goals, and strategy for achieving those, making clear DCPS's:
 - a. Desired impact on the learning and life chances of children;
 - b. High-level theory of action for achieving that impact; and
 - c. Detailed blueprint for actualizing the theory of action, articulating: the inputs or conditions that must be in place to set a foundation for success, the actions to be taken by whom and on what cadence, and the short- and intermediate-term objectives and outcomes that are expected to produce the desired impact
2. Develop key milestones and measures and benchmarks aligned to DCPS's learning acceleration strategy
3. Develop a communication plan for the Academics team to use in sharing its strategy with the broader district and stakeholders

The DCPS Board of Education will receive a monthly update on the Accelerate Learning for All plan.

Interventions will be monitored by each schools MTSS committee. MTSS—Multi Tiered System of Support—provides the structure for schools to look closely at individual students and determine if the interventions are working. DCPS schools will use the model presented by [KyMTSS](#) to promote the integration of systems-level approaches under one comprehensive framework. The district MTSS committee will meet monthly to ensure all interventions support all students.

Meaningful Consultation with Stakeholders

DCPS has an Accelerate Learning for All Committee that has been working since the first release of ESSER funding. This committee includes teachers, parents and administrators. The committee has been meeting periodically to make recommendations on how to use ARP ESSER funding.

The superintendent of schools meets monthly with DC-KEA to gather input on ARP ESSER and other issues pertinent to teachers and staff.

The DCPS Summer Leadership Retreat provided a time for principals, assistant principals, instructional coaches, counselors, district leaders and coordinators to provide input on ways to spend the ARP ESSER funding.

The Board of Education provides input at monthly luncheon meetings as needed. With the start of the 2020 – 2021 school year, the board will receive monthly updates on Accelerate Learning for All including feedback from stakeholders on ways to spend ARP ESSER funding.

In order to consult with students, families, school and district administrators, educators and their unions, civil rights organizations, and stakeholders representing the groups of children from historically disadvantaged groups, DCPS conducted a [community wide survey](#). The survey was sent to all families, students and staff in our student information system. The survey was also posted on social media site.

The survey data included responses from all the stakeholder groups mentioned above with the majority of inputs coming from parents. Survey data pointed to reading and social/emotional support as the two areas ranked as having the greatest importance.

The survey also provided a place for comments. The comments will be reviewed by the Accelerate Learning for All Committee.