

Dayton Independent School District

ARP ESSER Plan

July 2021

During the 2020-2021 school year, the Dayton 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 Dayton 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. All students were also given a virtual option in lieu of in-person instruction. During the time of high community spread, the district moved to fully virtual for the first four weeks of school and for ten weeks in the middle of the school year. Starting April 12<sup>th</sup>, all students were given the option to return to all-day, in-person instruction. The vast majority of students in both schools returned to all-day in-person instruction at this time. With limited time for in-person instruction during the first three quarters of the school year, focus for the elementary school was on reading and math during in-person instruction part of the day, then science and social studies were completed at home utilizing Google Classroom. Middle school and high school students attended in-person instruction of half of their 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 progress throughout the school year academically, but most did not meet their yearly growth goals.

Moving forward from this past school year, the district was able to offer all-day instruction for the final 35 days of school. Summer school, the 21<sup>st</sup> Century program, and an Enrichment program were offered to all students and over 50% of the student population enrolled in one of the above programs. These summer programs ranged from an hour a day to four hours a day. 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, district and school administration have met with teachers from each of the schools throughout the summer to identify the concerns from those who work with students on an on-going basis. These concerns ranged from academic, social-emotional, to special needs services. Planning for academic recovery includes additional interventionists, academic programming, professional development for staff, and events for family engagement. To address the social-emotional needs of students, planning includes the hiring of additional mental health therapists and additional counseling services with school counselors and therapists and outside agencies. Social-emotional needs will be assessed to identify students and areas of social-emotional struggles due to Covid and the pandemic.

**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 for students grades 3-6	Chromebooks were purchased to allow teachers to communicate and teach virtually with students.
IPADS were purchased for students in grades K-2	IPADS were purchased to allow teachers to teach virtually and have fewer paper/pencil activities.
PC's were purchased for students in grades 7 - 12	PC's were purchased to allow teachers to teach virtually and students to work independently on software programs.
New student desks	New student desks were purchased to provide for six feet separation for all students during in-person instruction throughout the school day. Previous tables did not allow for six feet of separation of students
Bottle fill station	With students unable to share a water fountain, bottle fill stations were purchased in place of current water fountains so all students could bring and fill their own water bottles during the school day.
Temperature check equipment	To provide for quick temperature checks for all students and staff, temperature check equipment was purchased for each entrance of the school. This provided a way for all people entering the schools to be checked for fever and recorded for contact tracing.
School Nurse	A second school nurse was hired so that both schools would have a nurse in their building. This helped keep students safe and also helped with contact tracing responsibilities.
Additional cleaning supplies and Equipment	Hand sanitizer dispensers were installed in each classroom for frequent use. Fogging 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
Air Filtration System	We upgraded air conditioning systems to have a better air filtration system to help control the spread of the virus.
Directional/Spacing Stickers	We purchased stickers to provide guidance for social distancing and spacing in the hallways. We also purchased directional stickers to limit cross directional traffic in the hallways.

Nurses Station	Purchased new furniture and created a 2nd Nurses station/quarantine station to keep students and staff separated from positive cases.
Gym Divider	A gym divider was purchased to provide separation for students in PE Class. We also needed the divider because we had to use the gym as a cafeteria.
Extended Work Day for Classified Employees	We had to extend the work day of our instructional assistants to help do temperature checks in the mornings and to assist in disinfecting and cleaning in the afternoons.

**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 April 2021, when students returned to all-day in-person instruction. Additional personnel have been hired to address the academic recovery process. A reading interventionist and two part time reading interventionists have been hired at Lincoln Elementary School to provide small group instruction for students not meeting grade level benchmarks. A Math Interventionist has also been hired at Lincoln Elementary School to provide small group instruction to students not meeting math grade level benchmarks. The school district purchased a new math program titled Envision Math 2020 for grades K - 6 last school year for Lincoln Elementary School and purchased the same program for Dayton High School this school year. A Student Advocate and Student Support Interventionist have been hired at Dayton Middle/High School. These two positions will provide support, help remove barriers, and provide interventions for students in the areas of behavior,

attendance, and grades. Students at the middle school and high school will use the intervention programs Successmaker and IXL.

Planning for the 2022-2023 school year Dayton Schools will continue to utilize funds to provide personnel for interventions, additional programming, and additional instructional resources 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>
Lexia Reading Program	On-line reading program for grades Kindergarten through 6 <sup>th</sup> grade for all students for 20 minutes a day to address deficits in individual reading skills for each student	Lexia	Lexia: WWC results indicate an improvement index of 11 for alphabetics and 11 for comprehension
IXL - Reading and Math	IXL is a personalized learning platform designed to help students build academic skills in subjects including but not limited to math and English language arts (ELA). IXL will be used for our students in grades 7 - 12.	IXL Reading and Math	Previous research has shown that IXL can have a significant impact on academic performance in schools or districts (e.g., Empirical Education, 2013). Kentucky schools that used IXL Math or IXL ELA outperformed schools that did not use IXL on K-PREP. The longer the schools used IXL, the better they performed: schools that used IXL for 3 years ranked 13 percentile points higher in math and 15 percentile points higher in ELA than non-IXL schools.

<p>Reading and Math Interventionists and Intervention Programs</p>	<p>The Reading Interventionists will assess students in grades Kindergarten to 6th grade for needs in the areas of reading and writing. Assessments will include universal screeners in MAP, STAR, and Curriculum-based measures. Students that fall below the 10<sup>th</sup> percentile will receive tiered interventions for the identified area(s). The Math Interventionist will assess students in grades K - 6th grade to determine needs in the area of Math. Students will be utilizing Successmaker, but since this is a newly hired position, the Math Interventionist will review data to determine additional intervention materials that may need to be purchased.</p>	<p>Orton-Gillingham</p> <p>SPIRE</p> <p>Lively Letters</p> <p>Successmaker</p>	<p>Orton-Gillingham: pioneered the multisensory approach to teaching reading, which is a common part of effective literacy programs. This means that instructors use sight, hearing, touch, and movement to help students connect language with letters and words. Orton-Gillingham is widely used to teach students with dyslexia.</p> <p>SPIRE is an intensive reading intervention program incorporating the latest reading research regarding how dyslexic students learn to read. SPIRE is based on the Orton-Gillingham approach. According to the Florida Center for Reading Research: Strengths of Sounds Sensible and S.P.I.R.E, scope and sequence is evident and each lesson provides multiple practice opportunities of previously learned skills to attain mastery.</p> <p>Students trained with the Lively Letters™ program typically show improvements of 1.5 to 3 grade levels in the areas of phonemic awareness, phonetic decoding, and oral reading in as little as 6-8 weeks, with even higher gains seen in older students.</p> <p>Successmaker math is an adaptive learning program that continually personalizes math instruction for student growth and differentiation.</p>
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Student Advocate and Student Support Interventionist and Intervention Programs	The Student Advocate, Student Support Interventionist and teachers will provide reading, writing, and math intervention to students that fall below grade level benchmarks based on CASE, CERT, and STAR. Identified students in grades 7th - 11th will receive intervention reading, writing, and math utilizing IXL during the designated time in the schedule referred to as FLEX.	IXL Reading and Math	Previous research has shown that IXL can have a significant impact on academic performance in schools or districts (e.g., Empirical Education, 2013). Kentucky schools that used IXL Math or IXL ELA outperformed schools that did not use IXL on K-PREP. The longer the schools used IXL, the better they performed: schools that used IXL for 3 years ranked 13 percentile points higher in math and 15 percentile points higher in ELA than non-IXL schools.
Parent Partnership	Dayton Independent Schools have partnered with LearningGrove (formerly Children’s Inc.) and The Prichard Committee to improve family engagement. We will work with one of the KY Collaborative for Families and Schools Partners (Learning Grove) to select family engagement programs that meet the capacity, interest and needs of Dayton Schools.		

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

Dayton Independent will utilize the remainder of the funds to:

- Provide technology support and provide upkeep for the devices for those that have depreciated to keep the students fully functional in and out of the classroom with a working device. We will be hiring additional technology personnel and will budget for future technology purchases as needed. We are currently budgeting for a short term computer lease payment.
- Maintain existing operational expenses for instructional support and transportation using some of the ARP funds to coincide with any new COVID regulations or KDE requirements for Student safety and protocol. We will budget for expenses for the following as well as recoup some of the past expenses: Copier usage; Sub Costs during COVID leave; Dual Credit costs for Students; bus repair; additional Cyber and insurance coverage; cleaning costs and Safety protocol expenses not paid initially from ESSER.
- Address the impact of the COVID pandemic on all students in our district, including students with disabilities, low-income, English Language learners, and those experiencing homelessness. Funding will also cover multiple layers of support for the students including counseling services, mental health services for social-emotional assessments and therapy. Our district has contracted with St. Elizabeth Hospital for Mental Health services for our staff to help with their needs as well as hiring mental health therapists for student support. We will be partially funding expenses for an SRO officer.

- Fund ongoing mitigation services to stop the spread of the COVID virus, including cleaning supplies, social distancing in the classroom and on school buses and for disinfecting the facilities consistent with CDC guidelines.

- In order to have continuity of services, we are funding some positions using ARP ESSER funds– 2 Math and Reading Interventionists; 2 Technology Support personnel; 1 Student Support Interventionist; Library Aide; Part time custodian; Dean of Students for Academic Recovery, Our Elementary School is going to purchase a Reading Adoption for K-6 to align our curriculum with current state standards and to improve on-line and at-home teaching and learning.

**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.**

All students will be universally screened three times a year using the STAR Reading and Math Assessments to determine academic performance as compared to grade level standards. Students in the elementary school will also be assessed using the MAP assessment, students in grades K - 8 will also be assessed using the CASE assessments and students in grades 9 - 12 will be assessed using the CERT assessment which mimics the ACT assessment. Students performing below grade level benchmarks will be identified for tiered intervention in literacy and math. Students that receive intervention will be progress monitored weekly to assess progress. Every eight weeks progress data will be reviewed to determine next steps for identified students. The district also purchased the Criterion Writing Program which will also be used to monitor students progress in the area of writing in grades 4 - 12.

The district has also hired two reading intervention specialists to provide tier II and tier III reading interventions to students not meeting grade level benchmarks using programs such as Haggerty, Spire, and other reading intervention programs. The district has also hired a math intervention specialist to provide tier II and tier III math interventions to students not meeting grade level benchmarks.

In regards to the social, emotional and mental health needs of students, the district has hired two additional mental health therapists to go along with our Mental Health Coordinator that we hired the year prior. With the addition of two new therapists, any student that needs mental health services will be able to receive services. These therapists will be collaborating with the school counselors to assist with necessary support groups and classroom Social and Emotional Learning instruction. There will be a school wide Social Emotional Learning curriculum that will be implemented in the elementary and middle school. In the middle school we also offer a therapeutic resource bell for students that need daily therapy, and we continue to partner with Northkey to provide additional mental health services to students.

We have also partnered with St. Elizabeth on an Employee Mental Health program in which employees can receive therapeutic mental health services through St. Elizabeth.

## **Conclusion**

The Dayton Independent School District has created this plan to address the needs of all students, in both academic and social-emotional, in conjunction with stakeholders of each of our schools and continue our mission to Inspire, Engage, and Grow our Students. Input from teachers, parents, community members, support personnel, and students were solicited in identifying needs and planning for recovery. Input was targeted in the following areas:

1. Teaching and Learning
2. Student Services
3. Facilities
4. Transportation
5. Technology
6. Professional Learning
7. School Safety
8. School Health/Covid 19

Feedback was added to information that is continually being gained by meeting with building leaders and Board of Education members to gain insight into what is needed to support teaching and learning in our district.

Utilization of ESSER funds will provide the personnel and programming the district feels is necessary to address the identified areas that were impacted by Covid and the loss of instructional time starting in March 2020.

The school district has created a plan that addresses all areas of concern and is considered the best course of action to address loss and for recovery. If during the implementation of the plan adjustments need to be made, stakeholders will be asked to assist in readjusting and implementing changes to best serve students and the community. With implementation and fidelity, the district hopes to recover all lost instruction due to Covid and to assist in adjusting the student population back into routines of school.