

ARP/ESSER Funding Narrative- Marion County (MCPS) 7-31-21

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.

- MCPS will continue to purchase PPE, sanitation and all other items needed to prevent and slow the transmissions of infectious diseases.
- MCPS will continue partnership with Healthy Kids Clinic to provide a nurse in each building and Nurse Practitioner for the district. They help provide Covid testing and vaccines on site.
- MCPS will follow all KDPH recommendations for all health related guidance.
- MCPS has a safe return to school document that is reviewed and updated as needed [LINK](#)

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.

- MCPS has been working on blending learning opportunities for students for the past several years.
- MCPS will be working with SREB (Southern Regional Education Board) and our local Education Cooperative to develop our MTSS (Multi Tier System of Supports) plan and put in place systems to increase student achievement and support. Coordination of efforts throughout the district will provide a broader understanding of needs.
- MCPS will be evaluating Tier 1 instruction through focus groups, surveys, and data analysis.
- MCPS teachers have created “playlists” by grade level that focus on power standards per grade level([MCPS Playlists site](#)). Within the playlists the teachers use multiple sources of data and programs to provide students with access to high level learning regardless of whether they are in person or virtual. Programs purchased through funding ESSER I and ESSER II were secured for 3 years and near the end of term a discussion regarding the effectiveness of the program on learning/learning loss will be discussed and - if needed - another 3-year contract will be paid for by ARP funding.
- MCPS has decided to switch from MAP to the iReady diagnostic assessment as the iReady program helps develop individualized pathways for students to work on that will help support gaps and provide direct online instruction to students based on their needs. Teachers will also have access to a teacher toolbox of standards based lessons to support instruction of smaller groups.
- MCPS utilizes Zoom and Google classroom for virtual instruction when needed.

- MCPS will hold summer learning sessions to support students who fall below a certain defined criteria on iReady or other approved assessments. Teachers for these opportunities will be selected based on expertise in the areas needed and an increased hourly wage will be offered to attract a larger pool of teachers in hopes of keeping session sizes below 15-1.
- Instructional Assistants will be utilized to help support these summer learning sessions. An increased hourly wage will be offered for these specific sessions.
- Additional staffing including both certified and classified may be needed to support some of the initiatives used to provide intervention, extensions and enrichment opportunities throughout the year. Homebound instruction may be needed for students who are placed on quarantine due to the pandemic. Gap closure educators may be hired to support small group and individualized instruction through the school year.

How the LEA will spend the remainder of its funds.

- MCPS will reference the survey results to determine other areas of need.
- MCPS will review any air quality concerns or needs.
- MCPS will utilize funds to replace, repair and continue with 1:1 technology for students and also provide updated hardware for staff to be able to run and utilize the new programs. Other technology needs will be considered to support blended learning.
- MCPS will use Maintenance of Equity guidance to support our identified high need and highest poverty schools.
- MCPS will continue to develop partnerships with national, state and local agencies to develop and offer professional learning opportunities for staff (e.g., memberships with EdLeader21, Association for Supervision and Curriculum Development School, and contracted training with the Southern Regional Education Board).
- Mental Health Supports and Curriculum ([SEL Targets and Standards PK-12 Board approved June 2020 - Google Sheets](#); Sample: [SEL Playlist Day 1 - Google Docs](#))

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.

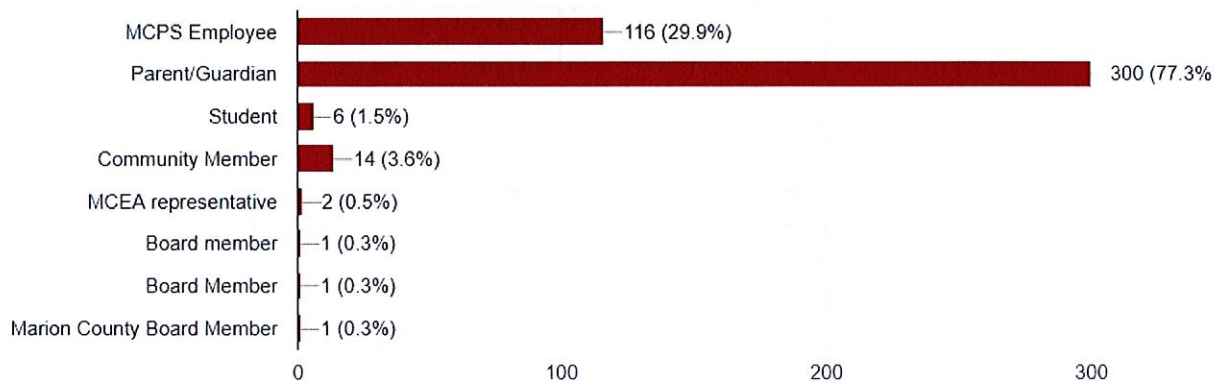
- MCPS will be utilizing a K-12 learning management, assessment, and data system called [OTUS](#) that is individualized for our district with the individual programs and data we utilize to discuss student growth and achievement. Comparison between programs and historical data will be analyzed to determine effectiveness with student growth measures and gap closure. Schools principals will report publicly to the local school board three times during the 2021-22 academic year.

Additionally, plans must include relevant citations for each evidence-based practice listed in the plan, a description of how the district conducted meaningful consultation with the required stakeholders and how they took stakeholder feedback into account when crafting the plan. Plans that do not include each of the aforementioned components will be returned to the district for revision.

- **Meaningful Consultation** - Before crafting the plan, input was obtained from district leadership meetings, board meetings, individual conversations, and a Google form survey was created and sent to families, community members, students, employees of the district. We will continue to seek further input from stakeholders in the future through additional surveys and focus groups if needed. As of July 23, 2020, 388 people responded from the following groups:

To which stakeholder group(s) do you belong?

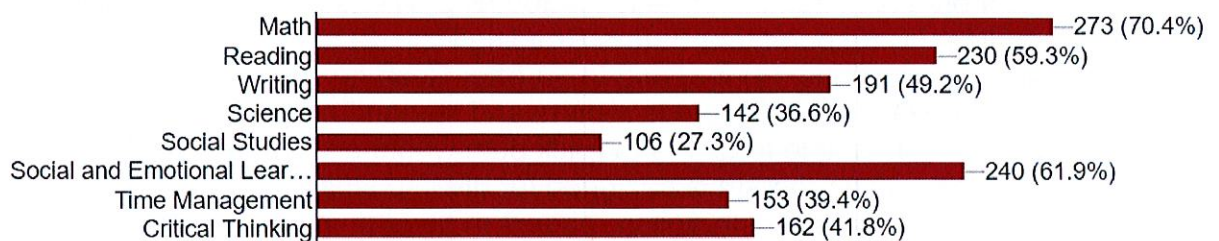
388 responses



Their responses indicated the following major areas of concern related to student learning loss:

Identify the areas in which you feel MCPS students have experienced significant learning loss due to the Covid-19 pandemic.

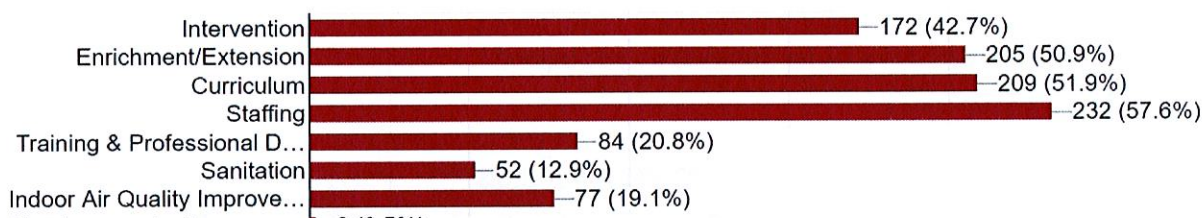
388 responses



Specific concerns expressed included student regression in reading, math and writing and about being prepared for ACT and AP Classes. Social isolation has created a loss in students' social skills and increased anxiety levels. Some wanted more one-on-one or small group instruction as well as more hands-on

learning. Excessive screen time and reliance on technology for entertainment and enrichment was also mentioned in the survey.

In response to how to utilize the ESSER funds, the majority mentioned four areas: (1) intervention, (2) enrichment/extension, (3) curriculum, and (4) staffing. In addition, a smaller number mentioned training and professional development, sanitation, and indoor air quality improvement. Individual comments mentioned using the funds for staff raises, staff training, increasing technology access, classroom supplies, early childhood learning, curriculum development, student educational trips and facilities improvements for schools with old HVAC units



- **Relevant Citations**

Snapshots of the program descriptions and some research regarding the current programs follow (Several programs are found on [whatworksclearinghouse.com](https://www.whatworksclearinghouse.com)):

Achieve3000®

Achieve3000® is a supplemental online literacy program that provides nonfiction reading content to students in grades preK–12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. Achieve3000® is designed to help students advance their nonfiction reading skills by providing differentiated online instruction. Teachers use the program with an entire class but the assignments are tailored to each student's reading ability level. For example, teachers assign an article and related activities to an entire class; the program then tailors the version of the article to each student by automatically increasing the difficulty of text when a student is ready for more challenging text. Achieve3000® provides lessons that follow a five-step routine: (1) respond to a Before Reading Poll, (2) read an article, (3) answer activity questions, (4) respond to an After Reading Poll, and (5) answer a Thought Question. Progress reports and student usage data, provided by the online tool, enable teachers to track both whole-class and individual student progress. The program is designed for diverse student groups, including general education students, struggling readers in need of intensive tutoring, and English learners.

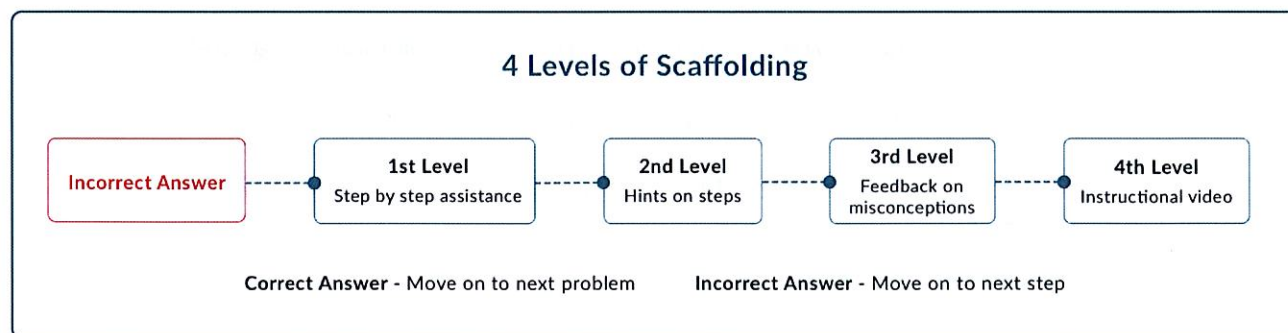
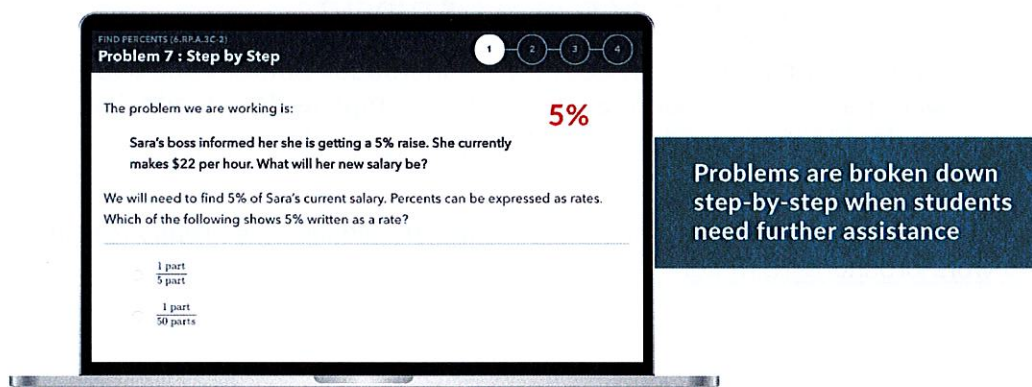
Achieve3000Math

With step-by-step scaffolding and thousands of instructional videos, it's like having a tutor for every student. Achieve3000 Math™ is a digital mathematics solution for grades K-12 that's designed to develop math fluency and accelerate students'

mastery of skills across grades, standards, and topics. Ideal for any type of learning environment, this highly engaging, fully customized learning tool covers a comprehensive scope of standards-aligned math content—from basic fluency and numeracy to core high school topics. And like Achieve3000 Literacy it delivers differentiated instruction and support.

Targeted Scaffolding and Feedback

Achieve3000 Math's individualized practice was designed to mimic a one-on-one tutoring session with step-by-step scaffolding and layers of support. When students get an incorrect answer, they are gently led through a productive struggle process to the correct answer. The prerequisite knowledge needed is broken down into easy-to-understand pieces. Helpful hints, videos, and feedback lead students to the correct answer and a complete understanding of the concept.



Data to Inform Instruction

Using Achieve3000 Math's benchmark assessments, educators can determine what concepts each student is ready to learn. Real-time reporting manages student completion skills, tracks skill-based performance, and identifies skill gaps saving teachers hours of diagnostic implementation and analysis. Dashboard data provides an at-a-glance view of which skills need focused attention.

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**Actively Learn- Secondary ELA , Social Studies- <https://www.activelylearn.com/plans>
Lexia Reading (www.lexialearning.com/why-lexia/our-approach/evidence-for-essa)**

Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel

Zearn Math

Zearn Math is grounded in teacher practice, education research, and brain science. All Zearn Math materials have been co-developed with teachers and field-tested for the past 9 years to support both engagement and learning for all students. Zearn Math has been [top-rated by EdReports and by state Departments of Education across the country](#), and meets the Every Student Succeeds Act's (ESSA) criteria for "evidence-based" programs.

PROVEN BY RESEARCH TO WORK FOR ALL STUDENTS

Studies have found that learning with Zearn Math increases student achievement and engagement with math — *for all kids*. Students who complete daily digital lessons alongside instruction have double the learning gains of a typical year of instruction.

iReady <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf>

OTUS

<https://help.otus.com/en/articles/5436319-understanding-the-use-of-2021-covid-relief-funds-to-address-k-12-learning-loss>

Leader in Me- leadership (<https://www.leaderinme.org/research-highlights-leadership/>)

Sandford Harmony- Elementary SEL curriculum (<https://www.harmonysel.org/research/>)

Habitudes - Secondary SEL curriculum- (<https://growingleaders.com/middle-and-high-school/case-studies/>)