



Gallatin

County Schools

Believe. Engage. Succeed.

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The Gallatin County Public Schools district formed an ARP ESSER planning committee that consisted of the county judge executive, the CEO of a local industry, the president of a local bank, a county magistrate, the four school principals, and our central office team. A needs assessment was completed using academic assessment data, social/emotional survey data, attendance and discipline data and the physical environmental conditions of the buildings. On-going communications through email began the process of identifying district needs. During meetings all needs were on the table for discussion. The goal is to make impacts on as many students as possible for the greatest amount of time. We want to invest the ARP ESSER funding in a way that will pay dividends for students for years to come.

Due to the small window of time districts had to plan, our district made a good-faith effort to consult with all stakeholders, including students, families, school and district administrators, educators and their unions, civil rights organizations, and stakeholders representing the groups of children from historically disadvantaged groups, the committee created a website, [GCS Needs to Hear Your Voice](#), and loaded live survey links for these stakeholders to use. This has been our most successful attempt to collect input from surveys. 300+ people responded. The survey results were very enlightening and prompted rich discussion in our ARP ESSER III planning committee meetings. The site and surveys will remain live so the committee may be able to collect current data on trends as they change over time.

Gallatin County Schools is committed to providing the safest learning environment for our student population. In order to provide the safest learning environment, ARP ESSER funds will be used to implement prevention and mitigation strategies throughout the district. The district will use ARP ESSER Funds to prevention and mitigation strategies. Funds will be used for the following:

- a. Additional custodial staffing
- b. Mitigation and prevention supplies
 - a. Hand sanitizing
 - b. Disinfectant
 - c. Air quality/circulation
 - i. [Air pollution and COVID-19](#)
- c. Medical Staff
- d. Class size reduction/contact tracing
- e. Online-Virtual Option for students with significant risk factors.

Air quality- in an attempt to improve our air quality and reduce transmission through our schools, improvements to the current systems at the high school were prioritized. Poor air filtration and ventilation the building can lead to indoor air quality issues, and that in order to return students to in service school from Covid 19 quality air handling is required as an operational expense for the health and safety of students.

The Gallatin County Public Schools district will use the ESSER funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions including implementing a district wide instructional protocol.

Key Core Work Process 2 Design and Deliver Instruction:

Gallatin County Schools will be implementing high yield instructional strategies known to positively impact student learning, as evidenced by the ongoing research of Mike Schmoker. Soundly structured lessons or an instructional protocol have stunningly powerful consequences. They account for as much as 400 percent “speed of learning differences”; that is, in some cases classrooms, students would learn four times as fast as a result of its consistent use (Wiliam, 2007, p. 186). Only three years of effective teaching will catapult students in the lowest quartiles into the second or even first/highest quartile (Bracey, 2004; Haycock, 2003; Marzano, 2007, p.2; Sanders & Horn, 1994) Our work will target Tier 1 instruction through evidence-based strategies for both academic and behavioral success for all students with fidelity.

Collective Teacher Efficacy

Gallatin County Schools will address student achievement by increasing collective teacher efficacy. John Hattie defines collective teacher efficacy as the collective belief of the staff of the school in their ability to positively affect students. This practice is known to positively impact student learning, as evidenced by the ongoing research of Professor John Hattie and his Visible Learning Associates with an effect size of 1.57. In an article published by Learning Point Associates for The Center for Comprehensive School Reform and Improvement, authors Dana Brinson and Lucy Steiner reference four actions that can build collective teacher efficacy: build instructional knowledge and skills, create opportunities for teachers to collaboratively share skills and experiences, interpret results and provide actionable feedback on teachers’ performance, and involve teachers in school decision making (Brinson , Dana, and Lucy Steiner. “Building Collective Efficacy: How Leaders Inspire Teachers to Achieve.” Issue Brief, Oct. 2007, pp. 1–6.)

- *Time will be spent in an effort to fully align district curriculum with the Kentucky Academic Standards. Currently, standards are being taught, however, there is not a full alignment from K to 12. This is important as we learn more about accelerated learning.*
 - [Kentucky Department of Education Model Curriculum Framework](#)
- *Develop a plan and begin to implement accelerated learning in every classroom.*
- *Because of the persistence of the pandemic, virtual or hybrid models are continued to be a necessity for schools. When students or teachers are in quarantine periodically it creates a disruption of the learning process. Using ESSER funds to maintain the use of online learning platforms will help in the effort to keep students actively engaged.*

The district will also need to use funding to offset additional costs that have been created through the pandemic.

The district will also take indirect costs.

Gallatin County Schools has developed several new supports for our students. The district has created the, *Renew Center*. This is a room that has been devoted to in-house, intensive group and individual therapy with licensed mental health therapists. Gallatin County has provided the space, equipment and supplies. Holly Hill is providing the counselors. The district has also created support rooms in schools that provide a safe place for students to go when they are feeling overwhelmed or dealing with trauma. The rooms are staffed with classified and certified interventionists that are prepared to implement PBIS strategies. We also will utilize a new full-time social-worker

to provide support and counseling to students throughout the district. This is all in addition to a full-time mental health counselor. All counselors and interventionists will work with all district instructors to help ensure the needs of all students, virtual and in-person, are being addressed.

Budget item	Intended Purpose	Citation(s)
Instructional Assistants	Provide continuation of daily direct and explicit instruction in small group settings in support of whole group/Tier I instruction. The addition of these positions will allow us to maintain student: teacher ratios across all intervention settings, but especially in our Tier II settings.	According to WWC, there is strong evidence to suggest that providing students with systematic, explicit instruction will help close learning gaps in math and reading. ¹ Additionally there is some evidence to support that professional development focused on improving teacher knowledge of content as well as their ability to teach it should be a priority of closing learning gaps. ²
Substitute Teachers	The school's vision for professional development is to provide high-quality targeted professional learning opportunities embedded during the school day. This includes lab/observation opportunities for all staff. This will be facilitated by using substitute teachers to relieve teachers from their teaching responsibilities for part or all of a school day(s).	
Continuation of Services Classroom Teachers	Provide continuation of daily direct and explicit instruction in small group settings in support of whole group/Tier I instruction. The addition of these positions will allow us to maintain student: teacher ratios across all intervention settings, but especially in our Tier II settings.	According to What Works Clearinghouse regarding response to intervention and gap closure, the recommendation to provide intensive, systematic instruction for both reading and math that targets foundational skills in small groups for students who score below benchmark on universal screenings yield a strong level of evidence for impact. Tier 2 and tier 3 instruction should take place in small homogenous groups ranging from three to four students using curricula that address the major components of effective reading and math instruction. Continuation of primary classroom teachers will keep the classroom sizes significantly lower than 30 students per one teacher. This along with the implementation of instructional assistants and the time designated for math and literacy response to intervention will allow students to receive explicit instruction that involves more teacher-student interaction. Students will be given frequent opportunities to practice and receive comprehensible and specific feedback. This intensive instruction will occur weekly approximately three to five times per week for 20 to 40 minutes. According to the What Works Clearinghouse publication, "since 7 of the 11 studies that met WWC standards or that met standards with reservations produced a significant effect on at least one reading outcome, and all seven studies used explicit

		instruction, we concluded that explicit instruction is an effective approach to use in tier 2 intervention.”
Social Worker	Extend support beyond the classroom. Provide needed mental counseling and services to students with SEL needs.	<p>The WWC practice guide on <i>Dropout Prevention</i> recommends assigning adult advocates to students at risk of dropping out. A meaningful and sustained personal relationship with a trained adult can support students by addressing academic and social needs, communicating with the families, and advocating for the student.</p> <p>The guide describes three important steps to creating and supporting meaningful relationships between students at risk of dropping out and their adult advocates:</p> <ul style="list-style-type: none"> • Choose adults who are committed to investing in the student’s personal and academic success, keep caseloads low, and purposefully match students with adult advocates. • Establish a regular time in the school day or week for students to meet with the adult. • Communicate with adult advocates about the various obstacles students may encounter—and provide adult advocates with guidance and training about how to work with students, parents, or school staff to address the problems.
School Nurse	Extend support beyond the classroom. Provide needed health care and services to students with needs.	<p>Health-related problems play a major role in limiting the motivation and ability to learn of urban minority youth, and interventions to address those problems can improve educational as well as health outcomes. Healthier students are better learners.</p> <p>Centers for Disease Control and Prevention. (n.d.). <i>Health and academic achievement</i>. Atlanta, GA: Author. Retrieved from http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf</p>

Classroom Teachers -As a school district during a pandemic we are in need of gap closure. GCS feels a sense of urgency to close the achievement gap within our student population, due to Covid-19. A total of 12 certified teaching positions will be continued to support students and reduce class sizes will be beneficial in closing the gap for all students . This would have a high impact with intentional instruction to provide strategies in all content areas. Ongoing assessments would be monitored to ensure progression and growth to demonstrate the impact for each student. Programs, instructional strategies, and materials used for instruction will be research based curriculum. Student needs met through a smaller class size with the classrooms. I-Ready data will be used to provide on-going assessment and instruction and intervention support within smaller groups. This would be made available with the support of the continued positions.

Should there be fluctuations in spending or costs, the remainder of the funds will be allocated to funding staffing to continue efforts on addressing learning loss

The ESSER project budget is as follows:

- *61% of the ARP ESSER funding will be used to address HVAC issues and to collaborate with the local government in providing high-speed internet to all houses within the local district.*
- *34% of the ARP ESSER funding will be used to accomplish all other aspects of this plan.*
- *7% Indirect Costs*

LEA Points of Contact

Superintendent - _Chuck Cash_____

Finance Officer - _Kerri Alexander_____

Academic Officer - _Tony Jury_____

Works Cited

What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017, September). *Beginning Reading intervention report: Leveled Literacy Intervention*. Retrieved from <https://whatworks.ed.gov>

FOCUS, Elevating The Essentials to Radically Improve Student Learning, 2nd Edition, Schmoker, Michael J., 2018

“Maximizing Student Learning and Achievement”