

CLOVERPORT BOARD OF EDUCATION



301 Poplar Street, P.O. Box 37
Cloverport, KY 40111
270-788-3388
Fax: 270-788-6640

Keith Haynes
Superintendent

Board of Education
Susan Hendricks (Chair)
Joe Lynn Thurman (Vice Chair)
Jessica Greenlee
Laura Sims
Christa Glenn

American Rescue Plan (ARP) Elementary & Secondary School Emergency Relief (ESSER) Fund Plan *Cloverport Independent School District* *July 2021*

Prevention & Mitigation Strategies

The school district will utilize ARP ESSER funds to ensure compliance with the Centers for Disease Control & Prevention (CDC) guidance for reopening schools. In addition to the purchase of personal protective equipment for all unvaccinated students and staff, the district will continue to maintain a large cache of disinfecting supplies. Outreach efforts will also be enacted to promote vaccination against COVID-19, particularly when it becomes available to students under the age of 12.

The district has also purchased Edgenuity for students who, due to health concerns related to COVID-19, will continue to work virtually from home. A certified teacher, funded through ARP ESSER, will oversee implementation of this program.

Evidenced-Based Interventions

With an overall effect size of 0.45, which John Hattie (2008) considers in the highly effective range, a quality mathematics curriculum is essential for student learning. In the 2021-2022 school year, the district will begin implementing the *Into Math, Algebra, Geometry, and Algebra II* curriculum series from Houghton Mifflin Harcourt. It is aligned to current Kentucky academic standards and meets all expectations of EdReports.org (EdReports.org, n.d.). The district will utilize ARP ESSER funds in a similar manner to update curricular material in other subject areas. Only materials with a rigorous intervention component will be considered. Professional development in appropriate implementation of these materials will be included as well.

Additionally, the district will hire at least one instructional assistant (IA) to assist teachers in addressing learning gaps at the primary grade levels. Hattie (2008) indicates a high effect size for early intervention ($d = 0.47$). This IA, under the supervision of a certified teacher, will provide targeted direct instruction ($d = 0.59$) to students whose MAP scores place them in the low to very low range in reading and/or math.

CISD will also provide additional after school small group learning opportunities ($d = 0.49$) for all students but will particularly target students whose MAP or CERT scores indicate that they are significantly behind their peers in reading and math. These small groups will be led or at least overseen by a certified teacher.

Social & Emotional Learning (SEL)

In addition to one K-12 guidance counselor, the district will employ a School-Based Mental Health Coordinator to focus on the mental health of all students. This position is primarily funded through a state grant but will be supplemented with ARP ESSER funds. The coordinator

CLOVERPORT BOARD OF EDUCATION



301 Poplar Street, P.O. Box 37
Cloverport, KY 40111
270-788-3388
Fax: 270-788-6640

Board of Education
Susan Hendricks (Chair)
Joe Lynn Thurman (Vice Chair)
Jessica Greenlee
Laura Sims
Christa Glenn

Keith Haynes
Superintendent

will conduct ongoing individual and group counseling sessions and will be available for immediate/as needed counseling for all students.

Hattie (2008) indicated that social skills programs can have a high impact on students. The administrative team will begin implementing an SEL curriculum at each grade level. For elementary school, we will use *Sanford Harmony*. For middle and high school, we will use *The Core Project*. All students will participate in one 30-minute SEL lesson per week.

Consultation with Stakeholders

Parents, students, and all district staff participated in several reopening surveys. They heavily favor doing whatever it takes to maintain full time in-person learning. Additionally, high priorities that surfaced were addressing the social and emotional health of students and providing a variety of opportunities to focus on learning gaps created or enhanced by the pandemic. All these areas are addressed in the above plan.

There is no formal education association in Cloverport. However, direct consultation with staff members belonging to the Kentucky Education Association (KEA) took place. They focused on ensuring the safety of staff members through appropriate mitigation strategies such as social distancing, wearing of PPE, and promotion of vaccination to eligible student groups. The above plan addresses all these areas.

There are no formal civil rights organizations in Cloverport either. We offered an optional survey to historically disadvantaged groups regarding the use of ARP ESSER funds. Respondents focused on increasing learning opportunities and decreasing the learning gap between minority and majority groups. Again, the plan above addresses both issues.

Remaining Funds

Any remaining ARP ESSER funds after the above plan has been implemented will be used to supplement allowable expenses related to summer academic programming led by our 21st Century Community Learning Center intended to accelerate student learning. Additionally, remaining funds will be used to offset the cost of enhanced custodial services and increased technology expenses (e.g., Chromebooks, internet hotspots, etc.) due to the pandemic.

References

EdReports.org. (n.d.). *HMH into AGA (2020): Houghton Mifflin Harcourt series overview*.
<https://edreports.org/reports/overview/hmh-into-aga-2020>

EdReports.org. (n.d.). *HMH into math (2020): Houghton Mifflin Harcourt series overview*.
<https://edreports.org/reports/overview/hmh-into-math-2020>

Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.