

## **ESSER III Spending Plan Narrative**

The Corbin Independent School District developed and conducted a survey (June 25- July 2, 2021) in an effort to receive feedback from stakeholders concerning the spending of ARP ESSER III funds. The survey requested each stakeholder identify his/her affiliation within the district; specifically if s/he was a staff member, parent or guardian, student, or community member. These responses were collected by school location so that the district could ascertain the needs, by school, as identified by each separate stakeholder group. There were a total of 435 responses. Further, the district utilized feedback gained from Principals during district planning meetings, teachers and community through SBDM meetings, parents, teachers and community through Title I Parent Involvement meetings, students, teachers, and staff through school council meetings, business partnerships through meetings with SESC, Knox Promise Neighborhood, Save The Children, Corbin City Police/Mayor, and Bruce Carpenter the Executive Director of Corbin Economic Development to develop a list of instructional needs, based on various data sources. There are no local civil rights organizations in our area to consult. All meetings are either documented with agendas and signatures or are recorded for additional public viewing. This combined meaningful consultation gave us the following data:

### **Top 5 Greatest Student Needs**

- Technology including student devices - 349 (80.2%)
- In school or after school tutoring - 222 (51%)
- Field trips - 185 (42.5%)
- Mental health resources - 181 (41.6%)
- Extra curricular clubs - 139 (32%)

Very close in results were after school programs, school supplies, expansion of gifted and talented services, extra curricular clubs.

### **Top Five School/Staffing Needs**

- Additional support staff - 361 (83%)
- Reduced class size - 324 (74.5%)
- Instructional resources - 319 (73.3%)
- Technology resources - 310 (71.3%)
- Mental health resources - 240 (55.2%)

Very close in results were library resources, professional development, and facility improvements.

### **Student Needs**

Technology resources:

- Continue the 1:1 student device initiative in grades K-12 with devices for K, 1st and 2nd grades.
- Online technology programs and instructional resources

In-School/after-school tutoring:

- Two interventionist positions were created to address learning loss as a result of extended remote learning
- Expanded extended school-services (ESS)
- Support for district partners

#### Field Trips:

- The district has expressed this desire to school-level administrators and will monitor and approve field trips accordingly
- Vehicle purchase

#### Mental health resources:

- Positive Approach to Student Success (PASS) Program Continuing Professional Development
  - Continue implementation of the Treehouse Program at CES
- Social Emotional Learning curriculum for K-12

#### Extra-curricular clubs:

- G/T after school activities (similar to the Career Camp this summer or the KY Adventure Camp that traveled)
- Additional programs such as wrestling and Esports

#### Consultation with school staff identified other student needs:

- Flexible scheduling (including but not limited to independent study, apprenticeship, internship, night class, 6th period class, etc.)
- Summer School

#### **School/Staffing Needs**

##### Additional support staff:

- District-wide and individual school placement to support technology needs, safety oversight, academic learning loss and extended school services

##### Reduced class sizes:

- District-wide staffing ratio is significantly lower than state requirements
- Funds are being used to create additional maker spaces for CPS
- Learning Loss Interventionists at CPS

##### Instructional resources:

- High-quality instructional resources have been purchased for primary, elementary, middle and high school (including but not limited to textbooks, online licenses, curriculum, professional development, student instructional supplies, etc.)
- Intervention programs have been purchased along with professional learning/training for staff to address learning loss needs during Rtl blocks.

##### Technology resources:

- Purchase of teacher workstations
- Online technology programs and instructional resources
- District Learning Team members at each school location for technology professional development and support
- Server Upgrades

#### Mental health resources:

- Positive Approach to Student Success (PASS) Program Continuing Professional Development
  - Continue implementation of the Treehouse Program at CES
- Social Emotional Learning curriculum for K-12

Consultation with school staff identified other school/staffing needs:

- Furniture for professional development
- Facility Upgrades (including but not limited to outdoor classroom, outdoor meeting/eating spaces, playground equipment, air purifiers, additional food service lines, etc.)
- Professional development

The District recognizes the need to routinely reflect and reassess the instructional and operational direction of District activities to ensure financial and human resources are invested in areas of greatest need. Following the conclusion of the 2021-2022 school year, the District performed a comprehensive re-evaluation of the original ARP ESSER budget with actual expenses to date, in comparison to current student and school/staffing needs. This review resulted in budget amendments to ARP ESSER funding to better meet the needs of our students and staff. The revised budget is provided below.

<b>Learning Loss</b>		
<b>Funding Area</b>	<b>Funds Invested In Original Budget</b>	<b>Funds Invested in Revised Budget</b>
Support Staff (including district technology staff, district safety staff, district & school virtual learning team, and learning loss interventionists)	\$1,052,301	\$1,431,729
Flexible Instructional Program	\$500,000	\$50,000
Curriculum <ul style="list-style-type: none"> <li>● <a href="#">Bridges Math Interventions</a> (K-5)               <ul style="list-style-type: none"> <li>○ Meets alignment rating on <a href="#">edreports.org</a></li> <li>○ ESSA Level 4</li> </ul> </li> <li>● <a href="#">S.P.I.R.E. Reading Interventions</a> (K-5)               <ul style="list-style-type: none"> <li>○ <a href="#">Florida Center for Reading Research</a></li> </ul> </li> <li>● <a href="#">Amplify/CKLA Reading</a> Tier I (K-5)               <ul style="list-style-type: none"> <li>○ Instructional resources were selected using <a href="#">High-Quality Instructional Resources rubrics</a> from <a href="#">kystandards.org</a></li> <li>○ Meets alignment rating on <a href="#">edreports.org</a></li> </ul> </li> <li>● <a href="#">Amplify ELA Reading</a> Tier I (6-8)               <ul style="list-style-type: none"> <li>○ Instructional resources were selected using <a href="#">High-Quality Instructional Resources rubrics</a> from <a href="#">kystandards.org</a></li> <li>○ Meets alignment rating on <a href="#">edreports.org</a></li> </ul> </li> <li>● SAVVAS Experience Chemistry and Miller &amp; Levine Biology Tier I (9-11)               <ul style="list-style-type: none"> <li>○ Instructional resources were selected using <a href="#">High-Quality Instructional Resources rubrics</a> from <a href="#">kystandards.org</a></li> </ul> </li> <li>● SAVVAS Math XL Tier I (8-12)               <ul style="list-style-type: none"> <li>○ Instructional resources were selected using <a href="#">High-Quality Instructional Resources rubrics</a> from <a href="#">kystandards.org</a></li> <li>○ <a href="#">Demonstrates a rationale (well specified logic model informed by research or evaluation) to ESSA's four evidence categories</a></li> </ul> </li> </ul>	\$263,776	\$656,288

Student Assessments <ul style="list-style-type: none"> <li>• <a href="#">MAP</a> (K-8)</li> <li>• <a href="#">Edulastic</a> (K-12)</li> </ul>	\$29,885	\$29,885
Technology Softwares <ul style="list-style-type: none"> <li>• <a href="#">Amplify</a> <ul style="list-style-type: none"> <li>○ Meets or exceeds all areas on <a href="#">edreports.org</a></li> </ul> </li> <li>• <a href="#">Zearn</a> <ul style="list-style-type: none"> <li>○ Meets or exceeds all areas on <a href="#">edreports.org</a></li> </ul> </li> </ul>	\$169,879	\$169,879
Daytime Instructional Programs	\$140,000	\$160,293
After School Services & Student Enrichment	\$125,000	\$35,000
Summer School	\$0	\$120,000
Support for District Partners (contracted services for school coordinators & academic interventionists)	\$128,746	\$0
Professional Development	\$40,000	\$53,000
Textbooks	\$16,700	\$16,700
Technology Hardware	\$0	\$46,250
Student Supplies	\$0	\$2,500
Extra Curricular Support	\$0	\$7,124
Indirect Costs	\$291,341	\$366,538
Total Invested for Learning Loss:	\$2,757,628 (51%)	\$3,145,186 (58%)
<b>Other Needs</b>		
<b>Funding Area</b>	<b>Funds Invested In Original Budget</b>	<b>Funds Invested in Revised Budget</b>
Teacher Hardware for Teachers	\$135,000	\$135,000
Server Upgrades	\$15,000	\$47,168
Facility Upgrades	\$2,072,862	\$1,496,399
Athletic Program Supports	\$60,000	\$60,000
Student Supplies	\$7,500	\$5,000
Furniture	\$20,000	\$40,023
Vehicle for Student Transportation or Food Distribution	\$50,000	\$50,000
Bus	\$0	\$106,942
Technology Hardware	\$0	\$147,718

Vaccine Incentive	\$0	\$61,650
Indirect Costs	\$278,995	\$101,899
Total Invested for Other Areas:	\$2,639,357 (49%)	\$2,251,799 (42%)
<b>Total ARP ESSER Funds Provided to District:</b>	<b>\$5,396,985</b>	<b>\$5,396,985</b>

Initially, the district budgeted 51% of its ARP ESSER allocation toward learning loss initiatives that were directly identified from the responses received from all stakeholder groups. The remaining 49%, although not identified as learning loss, was allocated based on consideration of the feedback received by the District, in combination with guidance received from the Kentucky Department of Education. The other needs identified above provide the infrastructure to ensure technology operates reliably, improved facilities with adequate space for social distancing, additional means of transportation, as well as basic supplies for students including clothing.

The revised ARP ESSER budget increased funding for learning loss initiatives to 58%, with the remaining 42% being used for technology, student transportation, and facility infrastructure needs.

\*This document explains all funds spent using ARP ESSER, also identified as ESSER III funds. This explanation does not discuss other spending from the district general fund, ESSER I, ESSER II, Title funds or special education costs covered by ARP IDEA funds.