

**Madison County Schools  
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<b>Section 1:</b>
<p><b>Narrative:</b>  <i>Madison County Schools</i> is committed to staff and student health and safety as we return to in-person and hybrid learning post pandemic. To continue to mitigate the effects and reduce the spread of COVID-19, we will utilize funds to implement the practices and protocols listed below. Furthermore, we will continually monitor and evaluate the effectiveness of each of these practices, and we will adjust as needed to follow any updated guidance in accordance with the Centers for Disease Control, the Kentucky Cabinet for Health and Family Services, and the Kentucky Department of Education and local Health Department.</p>
<b>Prevention and Mitigation Strategies</b>
Physical distancing
Personal Protective Equipment
Handwashing and respiratory/cough etiquette
Cleaning and maintaining healthy facilities Additional staff for on-going cleaning during the school day and sanitization during non-instructional hours
Improving ventilation systems or purchasing new ventilation systems
Contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments Additional school nurses, additional staff to check temperatures, additional staff to supervise isolated students
Additional staffing for full time substitutes in each building
Referral for diagnostic and screening testing  Thermometers, staff to complete temperature checks, additional staff to support temperature checks and ensure physical distancing
Vaccination clinics in an effort to provide vaccinations to educators, other staff, students, and families if eligible

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Appropriate accommodations for children with disabilities with respect to the health and safety policies
Water bottle refill stations
Plexiglass to support physical distancing
Backpacks for students to eliminate the need for lockers
1:1 Technology devices
Signage and printed communication of health and safety protocols in multiple languages

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<b>Section 2:</b>			
<b>Narrative:</b>			
<p>Section 2 of this American Rescue Plan is focused on how <i>Madison County Schools</i> will utilize funds to address the academic impact of lost instructional time through evidence-based interventions. The plans below detail the areas of focus <i>Madison County Schools</i> will intentionally address to mitigate the impact of lost instructional time, the evidence-based interventions we will utilize to do so, the research citations and links for those evidence-based interventions, as well as a rationale explaining how our district will implement each evidence-based intervention.</p>			
<b>Area of Focus</b>	<b>Evidence-Based Intervention</b>	<b>Research</b>	<b>Implementation Rationale</b>
Instruction	Professional Learning Communities	<p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., &amp; Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf</a></p>	<p>PLCs will be used as an evidence-based intervention that ensures a focus on student learning and building a collaborative culture that is results driven. This practice will promote equity for students. Analysis of classroom level data will drive teacher reflection of their instructional practices. Some district/school-level implementation strategies include initial training on the PLC process, book studies that deepen understanding of PLCs, teacher stipends for PLC participation after school, and teacher stipends for district level PLC leads.</p>
	Formative Assessment	<p>Black, P., &amp; William, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i>, 92, 81 -90. <a href="http://weaeducation.typepad.co.uk/files/blackbox-1.pdf">http://weaeducation.typepad.co.uk/files/blackbox-1.pdf</a></p>	<p>Formative assessment will be used as an evidence-based intervention specifically focused on learning loss that provides on-going information regarding student progress towards a measurable academic goal. Some implementation strategies include on-going training on strategies to use before, during, and after a lesson that provide information on student progress and to inform teaching and learning, possible teacher stipends for collaborative</p>

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			work leading to common formative assessments and analysis of those formative assessments.
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	<p><b>Student Engagement Strategies</b></p>	<p>Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., and Mooney, K. (2011). Measuring student engagement in upper elementary through high school: a description of 21 instruments. (Issues &amp; Answers Report, REL 2011–No. 098). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. <a href="https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/rel_2011098.pdf">https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/rel_2011098.pdf</a></p> <p>Gould, E. (2011). Doing one thing (DOT) to increase student engagement: Increasing student opportunities to respond. <i>Link Lines</i>, Feb.-March. <a href="https://education.wm.edu/centers/ttac/resources/articles/challengebehav/stepupstudentengagement/index.php">https://education.wm.edu/centers/ttac/resources/articles/challengebehav/stepupstudentengagement/index.php</a></p> <p>Haydon T., Macsuga-Gage A.S., Simonsen B., Hawkins R. Opportunities to respond: A key component of effective instruction. <i>Beyond Behavior</i>. 2012;22(1):23-31. doi:<a href="https://doi.org/10.1177/107429561202200105">10.1177/107429561202200105</a></p> <p>Macsuga-Gage A.S., Simonsen B., Briere D.E. Effective teaching practices: Effective teaching practices that promote a positive classroom environment. <i>Beyond Behavior</i>. 2012;22(1):14-22. doi:<a href="https://doi.org/10.1177/107429561202200104">10.1177/107429561202200104</a></p> <p>MacSuga-Gage, A. &amp; Simonsen, B. (2015). Examining the effects of teacher directed opportunities to respond on student</p>	<p>Student engagement strategies will be used as an evidence-based intervention to provide meaningful student involvement in classroom learning and address learning loss. Strategies such as accountable talk, choral responding, opportunities to respond, questioning strategies, wait time, guided notes, graphic organizers, use of visuals, student goal-setting, etc. increase student investment in their own learning and are linked to greater student achievement. Some implementation strategies include training for teachers/interventionists on multiple engagement strategies, follow-up training on how these strategies are being implemented, materials and technology to implement engagement strategies, and stipends for interventionists related to this professional learning.</p>
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		<p>outcomes: A systematic review of the literature. <i>Education and Treatment of Children</i>, 38, 211-240.  <a href="https://files.eric.ed.gov/fulltext/EJ1070193.pdf">https://files.eric.ed.gov/fulltext/EJ1070193.pdf</a></p> <p>Marion, S., Thompson, J., Evans, C., Martineau, J., and Dadey, N. (2019). A tricky balance: The challenges and opportunities of balanced systems of assessments. Presented at the annual meeting of the National Council on Measurement in Education. Toronto, Canada.  <a href="https://www.nciea.org/sites/default/files/publications/A%20Tricky%20Balance_031319.pdf">https://www.nciea.org/sites/default/files/publications/A%20Tricky%20Balance_031319.pdf</a></p> <p>Martin, B., Sargent, K., Van Camp, A., &amp; Wright, J. (2018). Practice Guide: Increasing opportunities to respond as an intensive intervention. Washington, DC: US Department of Education, Office of Special Education Programs.  <a href="https://files.eric.ed.gov/fulltext/ED591076.pdf">https://files.eric.ed.gov/fulltext/ED591076.pdf</a></p> <p>Scott, T.M., Hirn, R.G. &amp; Alter P. J. (2014) Teacher instruction as a predictor for student engagement and disruptive behaviors, preventing School Failure: alternative education for children and youth, 58:4, 193-200,  <a href="https://doi.org/10.1080/1045988X.2013.78758">https://doi.org/10.1080/1045988X.2013.78758</a></p> <p>Simonsen, B., &amp; Myers, D. (2015). <i>Classwide positive behavior interventions and supports:</i></p>	
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		<p><i>A guide to proactive classroom management.</i> Guilford Press.</p> <p>Whitney, T, Cooper, J. T., &amp; Lingo, A. S. (2017) Increasing Student Engagement Through Opportunities to Respond. <i>Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children</i>: Vol. 3 : Iss. 2 , Article 3. <a href="https://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1018&amp;context=ktej">https://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1018&amp;context=ktej</a></p>	
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	<p><b>Data Systems</b></p>	<p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., &amp; Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddmg_pg_092909.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddmg_pg_092909.pdf</a></p> <p>Kekahio, W., &amp; Baker, M. (2013). Five steps for structuring data-informed conversations and action in education. (REL 2013–001). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. <a href="https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001.pdf">https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001.pdf</a></p>	<p>Data systems will be used as an evidence-based intervention to gather and report data and to use data-based decision making to generate a strategic action plan that addresses learning loss. The data system provides the framework upon which data teams look for patterns and make observations about the data. The analysis of academic and behavioral data informs instructional practices and provides a data/intervention team with insight into which strategies (both behavioral and instructional) are working well and which need to be reconsidered. Some implementation strategies include the purchase of a data system, stipends for teacher training on how to utilize the data system to inform instruction, stipends for on-going training on how to use the system to make data informed decisions and the creation of an intervention team including a Director of Teaching and Learning, district academic coaches, and school level interventionists.</p>
	<p><b>Culturally Responsive Teaching</b></p>	<p>Byrd, C. M. (2016). Does Culturally Relevant teaching work? An examination from student perspectives. <i>SAGE Open</i>, 6(3), 1-10. <a href="https://journals.sagepub.com/doi/10.1177/158244016660744">https://journals.sagepub.com/doi/10.1177/158244016660744</a></p> <p>Gay, G. (2010). <i>Culturally Responsive Teaching : theory, research, and practice</i> (2nd ed.). Teachers College.</p> <p>Moore, A, L., Giles, R. M., &amp; Vitulli, P. (2021) "Prepared to Respond? Investigating preservice teachers' perceptions of their readiness for Culturally Responsive</p>	<p>Culturally Responsive Teaching will be used as an evidence-based intervention to narrow achievement gaps and to provide student-centered and authentic instruction that is inclusive, scaffolds student learning, and provides a challenging curriculum in a respectful climate. Culturally relevant teachers take personal responsibility for the success of all students and create connections between classroom content and students' background knowledge while taking into account students' cultural identities and the assets those identities bring to the classroom. Some</p>



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		<p>Teaching," <i>International Journal for the Scholarship of Teaching and Learning</i>: Vol. 15: No. 1, Article 10.  <a href="https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=2072&amp;context=ijsotl">https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=2072&amp;context=ijsotl</a></p> <p>Piazza, S. V., Rao, S., &amp; Protacio, M. S. (2015). Converging recommendations for culturally responsive literacy practices: Students with learning disabilities, English language learners, and socioculturally diverse learners. <i>International Journal of Multicultural Education</i>, 17(3), 1-20.  <a href="https://eric.ed.gov/?id=EJ1104910">https://eric.ed.gov/?id=EJ1104910</a></p>	<p>implementation strategies include training of teachers and staff on cultural competence and culturally responsive teaching, staff book studies about culturally responsive teaching, high quality instructional materials that are actively engaging, student centered, culturally inclusive, and high-quality student materials such the purchasing of class sets of texts and educational materials that are inclusive of student cultures and languages.</p>
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	<p><b>Multi-Tiered Systems of Support</b></p>	<p>Arden, S. V., Gandhi, A. G., Zumeta Edmonds, R., &amp; Danielson, L. (2017). Toward more effective tiered systems: Lessons from national implementation efforts. <i>Exceptional Children</i>, 83(3), 269–280. <a href="https://eric.ed.gov/?id=EJ1146326">https://eric.ed.gov/?id=EJ1146326</a>.</p> <p>Burns, M. K., Jimerson, S. R., VanDerHeyden, A. M., &amp; Deno, S. L. (2016). Toward a unified response-to-intervention model: Multi-tiered systems of support. In S. R. Jimerson, M. K. Burns, &amp; A. M. VanDerHeyden (Eds.), <i>Handbook of Response to Intervention: The science and practice of multi-tiered systems of support</i> (2nd ed.) (pp. 719–732). New York, NY: Springer.</p> <p>Fixsen, D. L., Naoom, S. F., Blase, K. A., &amp; Friedman, R. M. (2005). <i>Implementation research: A synthesis of the literature</i>. (FMHI Publication No. 231). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. <a href="https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf">https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf</a></p> <p>Freeman, J., Sugai, G., Simonsen, B., &amp; Everett, S. (2017). MTSS coaching: Bridging knowing to doing. <i>Theory Into Practice</i>, 56(1), 29–37. DOI: 10.1080/00405841.2016.1241946</p> <p>Jimerson, S. R., Burns, M. K., &amp; VanDerHeyden, A. M. (2016). From response to intervention to multi-tiered systems of</p>	<p>Multi-Tiered Systems of Support will be used as an evidence-based framework to give universal, supplemental and targeted support to all students. The four components of MTSS include universal screening, data-based decision making, multi-level prevention systems, and progress monitoring. All components make up an effective MTSS framework which allows districts and schools to provide core differentiated instruction and intervention in a timely manner to support students' learning loss. Some implementation strategies include training on the MTSS Framework, stipends for staff to attend training on effective intervention strategies and effective ways to monitor progress. An MTSS district and school-level coordinator is also a possible intervention strategy as well as the purchase of evidence-based programs for intervention, a universal screener, and a progress monitoring system. Additionally, data platforms may be used to help districts and schools effectively analyze data and make data-based decisions.</p>
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		<p>support: Advances in the science and practice of assessment and intervention. In S. R. Jimerson, M. K. Burns, &amp; A. M. VanDerHeyden (Eds.), <i>Handbook of Response to Intervention: The science and practice of multi-tiered systems of support</i> (2nd ed.) (pp. 1–6). New York, NY: Springer.</p> <p>McIntosh, K., &amp; Goodman, S. (2016). <i>Integrated multi-tiered systems of support: Blending RTI and PBIS</i>. New York, NY: Guilford Press</p> <p>National Center on Response to Intervention at the American Institutes for Research. (2015). <i>MTSS, RTI, special education ... Oh my! Gaining an understanding of MTSS and RTI from Drs. Lynn Fuchs and Joe Jenkins</i>. Washington, DC: Author. <a href="https://rti4success.org/video/mtss-rti-special-education%E2%80%A6oh-my-gaining-understanding-mtss-and-rti-drs-lynn-fuchs-and-joe">https://rti4success.org/video/mtss-rti-special-education%E2%80%A6oh-my-gaining-understanding-mtss-and-rti-drs-lynn-fuchs-and-joe</a>.</p> <p>Scott, T.M., Gage, N.A., Hirn, R.G., Shearer Lingo, A., &amp; Burt, J. (2019) An examination of the association between MTSS implementation fidelity measures and student outcomes, <i>Preventing School Failure: Alternative Education for Children and Youth</i>, 63:4, 308-316, DOI: <a href="https://doi.org/10.1080/1045988X.2019.1605971">10.1080/1045988X.2019.1605971</a></p> <p>Sugai, G., &amp; Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches.</p>	
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		<p><i>Exceptionality</i>, 17(4), 223-237. DOI: <a href="https://doi.org/10.1080/09362830903235375">10.1080/09362830903235375</a></p> <p>Terrance M Scott, Nicholas A Gage, Regina G Hirn, Amy Shearer Lingo &amp; Jon Burt (2019) An examination of the association between MTSS implementation fidelity measures and student outcomes, <i>Preventing School Failure: Alternative Education for Children and Youth</i>, 63:4, 308-316, DOI: 10.1080/1045988X.2019.1605971</p>	
	<p><b>Positive Behavioral Interventions and Supports</b></p>	<p>Freeman, J., Simonsen, B., McCoach, D. B., Sugai, G., Lombardi, A., &amp; Horner, R. (2017). Relationship Between School-Wide Positive Behavior Interventions and Supports and Academic, Attendance, and Behavior Outcomes in High Schools. <i>Journal of Positive Behavior Interventions</i>, 18(1), 41-51. DOI: <a href="https://doi.org/10.1177/1098300715580992">10.1177/1098300715580992</a></p> <p>Horner, R.H., Sugai, G. &amp; Anderson, C. M. (2010). Examining the Evidence Base for School-Wide Positive Behavior Support.</p>	<p>PBIS will be used as an evidence-based intervention to develop school-wide expectations, targeted interventions and supports, and data-driven decision making to improve student behavior and student outcomes. Some implementation strategies include training for teachers and staff as well as stipends for teachers and staff to work collaboratively on district initiatives. The opportunity for PBIS teams to collaborate and teacher stipends to participate, as well as funding for PBIS support at the district or building level are also possible implementation</p>

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		<p>Focus on Exceptional Children. 42. 1-14. <a href="https://www.ecs.k12.md.us/10.17161/fec.v42i8.6906">10.17161/fec.v42i8.6906</a>.</p> <p>OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1 – Foundations and Supporting Information. Eugene, OR: University of Oregon. <a href="https://www.pbis.org/resource/pbis-implementation-blueprint">https://www.pbis.org/resource/pbis-implementation-blueprint</a></p> <p>Scott, T.M., Gage, N. An Examination of the Association Between Teacher’s Instructional Practices and School-Wide Disciplinary and Academic Outcomes. <i>Educ. Treat. Child.</i> 43, 223–235 (2020). DOI: <a href="https://doi.org/10.1080/1045988X.2019.1605971">10.1080/1045988X.2019.1605971</a></p> <p>Simonsen, B., &amp; Myers, D. (2015). <i>Classwide positive behavior interventions and supports: A guide to proactive classroom management</i>. Guilford Press.</p> <p>Sugai, G., Horner, R. H. (2015). <i>School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance</i>. Behavior Analysis Practice. Feb2015. DOI: 10.1007/s40617-015-0045-4.</p> <p>US Department of Justice and US Department of Education, (July, 2014). Dear colleague letter on the nondiscriminatory administration of school discipline. <a href="https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.html">https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.html</a></p>	<p>strategies. The use of funds to secure a data collection system is also a possible implementation strategy.</p>
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		<p>U.S. Department of Education Office for Civil Rights, (March, 2014). Civil rights data collection: Data snapshot (School Discipline). <a href="https://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf">https://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf</a></p> <p>Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., &amp; Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. <i>Journal of Emotional and Behavioral Disorders, 4</i>, 193-256. <a href="https://doi.org/10.1177/106342669600400401">https://doi.org/10.1177/106342669600400401</a></p>	
ELA	High Quality Instruction and Materials	<p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</a></p>	<p>The use of high-quality instruction and materials will be used as an evidence-based intervention to explicitly teach vocabulary, to provide direct and explicit instruction on comprehension strategies, and to provide opportunities for extensive study of the meaning and interpretation of a text. Possible implementation strategies include training on various vocabulary strategies, training on highest effect size comprehension strategies for elementary and secondary students, investment and training in implementing leveled texts, hiring of instructional coaches and building-level academic interventionists, and the creation of school-wide reading programs including purchasing of books, payment for author visits, teacher stipends for creating pacing documents and curriculum maps.</p>
	Teaching Essential Skills	<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J.,</p>	<p>Prioritizing essential skills and standards will be used as an evidence-based intervention that helps</p>

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		<p>Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., &amp; Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf">https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf</a></p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., &amp; Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf</a></p>	<p>teachers provide targeted support for the most important content. Teachers will work together to determine essential standards that will receive the most instructional time, will be frequently revisited, and taught to mastery. All required standards will be taught (during the regular school year as well as during a robust summer learning program) but essential standards will receive the most focus. Implementation strategies include training on the standards, time for teachers to collaborate before each instructional unit to revise the pacing as needed, and possible teacher stipends to complete this work and to collaborate on effective instructional strategies to teach standards.</p>
Math	High Quality Instruction and Materials	<p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., &amp; Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</a></p>	<p>The use of high-quality instruction and materials will be used as an evidence-based intervention to explicitly teach mathematical concepts and problem solving, to use visual representations and models of mathematical ideas during explicit instruction, and to increase fluency of basic facts. Some implementation strategies include training on mathematical practices, training on how to use manipulative materials to foster conceptual understanding, and training on the use of number talks to increase fluency and number sense. Providing teacher stipends for these trainings as well</p>

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			<p>as the purchase of books and resources are possible implementation strategies.</p>
	<p><b>Prioritizing Essential Standards</b></p>	<p>National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics (June 2020). Moving Forward: Mathematics Learning in the Era of COVID-19. <a href="https://www.mathedleadership.org/mathematics-learning-in-the-era-of-covid-19/">https://www.mathedleadership.org/mathematics-learning-in-the-era-of-covid-19/</a></p>	<p>Prioritizing essential skills and standards will be used as an evidence-based intervention that helps teachers provide targeted support for the most important content. Teachers will work together to determine essential standards that will receive the most instructional time, will be frequently revisited, and taught to mastery. All required standards will be taught(during the regular school year as well as during a robust summer learning program) but essential standards will receive the most focus. Implementation strategies include training on the standards, time for teachers to collaborate before each instructional unit to revise the pacing as needed, stipends to complete this work, and to collaborate on effective instructional strategies to teach standards. This work will be supported through Math Design Collaborative coaches, instructional coaches, and school-level interventionists.</p>



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**Section 3:**

**Narrative:**  
Section 3 is a categorical outline of the intended uses of the ESSER ARP funds. This budget plan has been approved by the board of education. In addition, this budget meets the required reserve of twenty percent for targeted, evidence based services for students.

**Targeted Services (20% Requirement = \$4,398,331)**

Indirect	\$ 1,044,303.00	
Addressing Learning Loss: Targeted Services	\$ 6,936,275.00	
Summer/Supplemental Afterschool Programs	\$ 1,081,002.00	
Addressing Learning Loss: Curriculum/Testing	\$ 939,018.00	
	<b>Subtotal</b>	<b>\$ 10,000,598.00</b>

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<b><u>Other Costs</u></b>		
Indirect	\$ 1,252,157.00	
Maintain/Continuity of Services; Continued Staff Employment	\$ 7,235,584.00	
Policies/Strategies for Reopening Schools	\$ 1,296,348.00	
Improve Indoor Air Quality	\$ 864,000.00	
Procedures/Processes to Improve Preparedness & Response	\$ 157,308.00	
Addressing Learning Loss: Mental Health Services & Support	\$ 136,000.00	
Addressing Learning Loss: Instructional Field Trips & Supplies	\$ 917,659.00	
Purchasing Educational Technology	\$ 132,000.00	
	<b>Subtotal</b>	<b>\$ 11,991,056.00</b>
	<b>Total Costs</b>	<b>\$ 21,991,654.00</b>
	<b>ESSER ARP Allocation</b>	<b>\$ 21,991,654.00</b>

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<b>Section 4:</b>			
<b>Narrative:</b>			
Section 4 of this ARP details how we are responding to the academic, social emotional, and mental health needs of all students and how we will ensure the selected interventions address the academic impact of lost instructional time. This section also addresses how Madison County Schools conducted meaningful consultation with required stakeholders and utilized feedback when creating our district plan.			
<b>Area of Focus</b>	<b>Evidence-Based Intervention</b>	<b>Research</b>	<b>Implementation Rationale</b>
Mental Health Wellness & Social Emotional Learning	Trauma Informed Schools	<p>Courtney Wiest-Stevenson &amp; Cindy Lee (2016) Trauma-Informed Schools, <i>Journal of Evidence-Informed Social Work</i>, 13:5, 498-503, DOI: <a href="https://doi.org/10.1080/23761407.2016.1166855">10.1080/23761407.2016.1166855</a></p> <p>Longhi, D. (2015). Higher resilience and school performance among students with disproportionately high adverse childhood experiences (ACEs) at Lincoln High, in Walla Walla, Washington, 2009 to 2013. Olympia, WA: Participatory Research Consulting, LLC. <a href="https://www.pacesconnection.com/file/eSendAction/fcType/0/fcOid/466307103279770868/filePointer/466307103281285022/fodoid/466307103281285018/LH%20report%20final%20%281%29.pdf">https://www.pacesconnection.com/file/eSendAction/fcType/0/fcOid/466307103279770868/filePointer/466307103281285022/fodoid/466307103281285018/LH%20report%20final%20%281%29.pdf</a></p> <p>Missouri Department of Health. (2019). <i>The Missouri Model: A developmental framework for trauma</i></p>	<p>Creating trauma informed and trauma sensitive schools will be an area of focus for Madison County Schools. The district will utilize Trauma Teams at the district and building level to build capacity to effectively and efficiently respond to student trauma within the district. Members of the Trauma Team will coordinate in-person and virtual trainings in the following areas:</p> <ul style="list-style-type: none"> <li>a.) Understanding trauma, types of trauma and traumatic stress</li> <li>b.) Trauma and the brain</li> <li>c.) Trauma Teams roles and responsibilities (data tracking)</li> <li>d.) What is a Trauma Sensitive School</li> <li>e.) Handle with Care: Responding to Trauma Exposed Students</li> </ul> <p>Training modules will be rolled out district wide in the annual district professional learning series, in staff meetings, and/or PLCs as each school determines.</p> <p>The district level trauma team will track district and school level data, create and manage the district</p>

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		<p><i>informed approaches</i>. MO Dept. of Mental Health and Partners.  <a href="https://dmh.mo.gov/media/pdf/misso-uri-model-developmental-framework-trauma-informed-approaches">https://dmh.mo.gov/media/pdf/misso-uri-model-developmental-framework-trauma-informed-approaches</a></p> <p>Pynoos, R. S, Fairbank, J. A., Steinberg, A. M., Amaya-Jackson, L., Gerrity, E., Mount, M. L., &amp; Maze, J. (2008). The National Child Traumatic Stress Network: Collaborating to improve the standard of care. <i>Professional Psychology: Research and Practice</i>, 39(4), 389–395.  <a href="https://doi.org/10.1037/a0012551">https://doi.org/10.1037/a0012551</a></p> <p>Substance abuse and mental health services administration. (2014). <i>SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach</i>. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration.  <a href="https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf">https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf</a></p> <p><i>Trauma Sensitive Schools Training Package</i>. (2021). National Center on Safe and Supportive Learning Environments.  <a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a></p>	<p>referral pathway, and make best practice recommendations for trauma interventions.</p> <p>ARP funds will be used to build capacity in a variety of ways. Some ways include a series of professional books for district employees in order to participate in books studies around trauma sensitive schools and self-care, obtain professional development in the areas of trauma intervention, or supporting secondary stress for staff.</p>
	<p><b>CBITS</b></p>	<p>Ngo, V., Langley, A., Kataoka, S. H., Nadeem, E., Escudero, P., &amp; Stein, B. D.</p>	<p>The district will create a cohort who will receive access to the CBITS course either in-</p>

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	<p><b>Cognitive Behavioral Intervention for Trauma in Schools</b></p>	<p>(2008). Providing evidence-based practice to ethnically diverse youths: Examples from the cognitive behavioral intervention for trauma in schools (CBITS) program. <i>Journal of the American Academy of Child Adolescent Psychiatry</i>, 47(8), 858–862. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3695619/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3695619/</a></p>	<p>person or virtually, receive follow up coaching, and be certified in CBITS. In addition, funds will be used to cover the cost of the training and coaching.</p>
	<p><b>TARGET Trauma Affect Regulation: Guide for Education and Therapy</b></p>	<p>Ford, J. D., &amp; Russo, E. (2006). <i>Trauma-Focused, Present-Centered, Emotional Self-Regulation Approach to Integrated Treatment for Posttraumatic Stress and Addiction: Trauma Adaptive Recovery Group Education and Therapy (TARGET)</i> . <a href="https://www.cttntraumatraining.org/uploads/4/6/2/3/46231093/target-am_j_psychotherapy.pdf">https://www.cttntraumatraining.org/uploads/4/6/2/3/46231093/target-am_j_psychotherapy.pdf</a></p>	<p>The district will create a cohort of TARGET trained mental health professionals, made up of counselors, school social workers, and state licensed therapists who will receive a stipend for training time. All members of the cohort will receive training in-person, receive follow up coaching, and be certified to implement TARGET as a direct service to students. In addition, funds will be used to cover the cost of the training and coaching.</p>

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	Mental Health		The district will coordinate with outside agency mental health therapists to work at the school and district level to support and provide direct therapy services to students and staff.
	Calming Areas	Zenner, C., Herrleben-Kurz, S., & Walach, H. (2014). Mindfulness-based interventions in schools - a systematic review and meta-analysis. <i>Frontiers in Psychology</i> , 5. <a href="https://doi.org/10.3389/fpsyg.2014.00603">https://doi.org/10.3389/fpsyg.2014.00603</a>	The district will utilize funds to create multiple calming/meditation areas in schools. These locations will be accessible to all students as needed within a Trauma Sensitive Schools framework. Each school will also house a calming/meditation area that will be accessible to all staff. Training and professional development will be provided to administrators, teachers and paraprofessionals on appropriate use of

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			these spaces and how to manage student expectations.
	<b>Calm Corners</b>	Thompson, C. (2021). <i>The Impact of a Classroom Calm Down Corner in a Primary Classroom</i> . NWCommons. <a href="https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1304&amp;context=education_masters">https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1304&amp;context=education_masters</a>	The district will utilize funds to create calming boxes or corners in classrooms that will be accessible to all students. Training and professional development will be provided to administrators, teachers and paraprofessionals on appropriate use of these spaces and how to manage student expectations.
	<b>School Safety Monitors</b>	James, R. K., Logan, J., & Davis, S. A. (2011). Including School Safety Monitors in school-based crisis intervention: Strengthening student support. <i>School Psychology International</i> , 32(2), 210–224. <a href="https://doi.org/10.1177/0143034311400828">https://doi.org/10.1177/0143034311400828</a>	Safety monitors will to serve each school building in the district as recommended in <a href="#">KRS 158.4414-.4415</a>
	<b>Staff Wellness</b>	Lever, N., Mathis, E., & Mayworm, A. (2015). School mental health is not just for students. Why teacher and school staff wellness matters. Report on Emotional and Behavioral Disorders in Youth, 17(1), 6–12. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350815/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350815/</a>	The following plan implements evidence-based interventions to address the mental health needs of staff working in schools. Including school nurses in all buildings.  The district will utilize funds to create opportunities for physical activity after school with walking paths, provide access to counseling programs, health screenings, and create programs to incentivize healthy life choices.

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	Social Emotional Programming	<a href="https://pg.casel.org/review-programs/">https://pg.casel.org/review-programs/</a>	<p>See link for evidence-based CASEL database of SEL Programs <a href="http://www.casel.org">www.casel.org</a></p> <p>The district will train all staff on Social Emotional Competencies. Teachers and paraprofessionals in grades PreK-12 will be trained on the evidence-based social emotional curriculum each school chooses to utilize and it will be a non-negotiable that students receive regular social emotional instruction. The district will also provide training on best practices as grade level district wide teams work to incorporate SEL into each content area to maximize student and teacher proficiency of social emotional competencies. Schools will receive a SEL curriculum as well as supporting resources for the social emotional learning curriculum.</p>
<p><b>Stakeholder Input:</b> Madison County Schools recognizes the importance of stakeholder feedback and input as students, teachers, administrators, families, community agencies, and local businesses begin to recover from the COVID-19 pandemic. Prior to Madison County Schools creating a recovery plan, stakeholder feedback</p>			



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<p>was solicited in multiple ways. Stakeholder surveys were sent via email and US mail to the following groups:</p> <ul style="list-style-type: none"> <li>a. students enrolled</li> <li>b. parents/guardians of students enrolled</li> <li>c. parents/guardians of students with disabilities</li> <li>d. Chamber of Commerce business members</li> </ul> <p>In addition to surveys, focus groups were held via Zoom with the following groups and facilitated by two district employees, administrators, and at least one member of the local Board of Education:</p> <ul style="list-style-type: none"> <li>a. school based decision-making councils</li> <li>b. school and district administrators</li> <li>c. district Trauma Team</li> <li>d. parent advisory council</li> <li>e. student advisory councils</li> <li>f. local office of Kentucky’s Mental Health Prevention Center administrators</li> </ul>			
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<ul style="list-style-type: none"> <li>g. local and regional Department for Community Based Services supervisors</li> <li>h. local, county, and state law enforcement agencies</li> <li>i. local teacher association</li> <li>j. local equity team</li> </ul> <p>A committee for COVID-19 Recovery was put together by the Madison County Schools, the local Health Department, and the local city government in a collaborative effort to determine the most effective and efficient ways to utilize personnel, resources, and allocate funding. All data was analyzed and shared with the committee at weekly meetings. The community utilized an outside agency to create a strategic plan with community goals. The Madison County Schools created a sub-committee to develop this American Rescue Plan. The sub-committee met on a bi-weekly basis to analyze</p>			
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community strategic plan data and to determine the school district's areas of need based on survey data and focus groups that are addressed in this plan.			