



# MAGOFFIN COUNTY SCHOOLS

Scott Helton, Superintendent

PO Box 109, Salyersville, KY 41465  
(P): (606) 349-6117 (F): (606) 349-3417

## ARP ESSER LEA Plan

The Magoffin County School District conducted meaningful consultation by reaching out to the following stakeholders: students, families, school and district administrators, educators and their unions, civil rights organizations, and stakeholders representing children that are disadvantaged. Stakeholders were invited to provide feedback regarding the district's ARP ESSER Plan. In addition to meetings and phone conversations with multiple stakeholders, the district utilized a Google form survey that was shared through various media outlets. The survey link was posted on the school district's webpage and Facebook page. All five schools in the district shared the survey on their Facebook pages as well. The local news program, *Your News Today*, aired information about the survey link on our two cable providers, Howard's Cable and Foothills Broadband. All school district staff received the survey link by email and school district administrators consulted with our local KEA organization, the Magoffin County Education Association. All of the aforementioned stakeholder groups were represented in at least one meeting or phone conversation in addition to being represented on the survey. The following items were deemed important as a result of our meetings with stakeholders and the survey findings. They are ranked in order from the greatest need to the smallest need based on stakeholder feedback.

1. School facility repairs to improve air quality and reduce virus transmission
2. Addressing learning recovery using high-quality assessment, evidence-based activities, assistance to families, and tracking attendance
3. Educational technology for students
4. Summer learning and after-school programs
5. Mental health supports for students
6. Sanitizing facilities
7. Activities to address needs of students with disabilities
8. Instructional programs and staff training
9. Transportation for summer learning and after-school programs

The school district planning team met following the meeting and survey deadlines to review all data. The team agreed that the ARP ESSER budget narrative should include each of the survey components as all of them are important in responding to the many needs as a result of the COVID-19 Pandemic. Each of the items were placed within the following categories: Operation Expenditures, Addressing Learning Loss & Recovery, Educational Technology, Student Health Needs, and Maintain/Continuity of Services & Continued Staff Employment. In addition, the planning team found research to support the components requiring evidence. Moving forward, our next steps include developing a detailed budget plan to support each of the actions referenced.

## ARP ESSER Budget Narrative

Area of Need	Percentage of Budget	Research Based Evidence
<p><b>Operation Expenditures</b></p> <ul style="list-style-type: none"> <li>• Facility repairs to improve air quality and reduce virus transmission</li> <li>• Sanitation equipment &amp; supplies</li> </ul>	40%	
<p><b>Addressing Learning Loss &amp; Recovery</b></p> <ul style="list-style-type: none"> <li>• Summer and after-school programs               <ul style="list-style-type: none"> <li>▪ Transportation for summer and after-school programs</li> </ul> </li> <li>• Professional development for staff               <ul style="list-style-type: none"> <li>▪ Evidence-based strategies and activities</li> <li>▪ Addressing the needs of students with disabilities</li> </ul> </li> <li>• Diagnostic Assessments</li> <li>• Activities addressing social/emotional needs</li> <li>• Intervention classroom materials</li> </ul>	25%	<ul style="list-style-type: none"> <li>• <a href="#">Summer Counts: Making Summer Programs Part of the Learning Equation   RAND</a></li> <li>• <a href="#">Reviewing the evidence on how teacher professional development affects student achievement (ed.gov)</a></li> <li>• <a href="#">A second follow-up year for Measuring how benchmark assessments affect student achievement - REVISED</a></li> <li>• <a href="#">A review of the literature on social and emotional learning for students ages 3–8: Characteristics of effective social and emotional learning programs (part 1 of 4) (ed.gov)</a></li> <li>• <a href="#">A review of instruments for measuring social and emotional learning skills among secondary school students (ed.gov)</a></li> <li>• Focused Mathematics Intervention Data Study <a href="#">b2152_fmi_data_study.pdf (teachercreatedmaterials.com)</a></li> </ul>
<p><b>Educational Technology</b></p> <ul style="list-style-type: none"> <li>• Virtual learning platforms</li> <li>• Learning management system</li> <li>• Devices</li> <li>• Instructional software</li> </ul>	7%	<ul style="list-style-type: none"> <li>• Reimagining the Role of Technology in Education <a href="#">NETP17.pdf (ed.gov)</a></li> </ul>
<p><b>Student Health Needs</b></p> <ul style="list-style-type: none"> <li>▪ School nurse</li> <li>▪ Health supplies</li> <li>▪ PPE</li> </ul>	3%	
<p><b>Maintain/Continuity of Services &amp; Continued Staff Employment</b></p>	25%	