

# ARP ESSER LEA Plan

## Anchorage Independent School District

### Part 1 -\$130,819.72 (Summer 2021 through Fall 2024)

The Anchorage Independent School District will use designated ESSER funds to complete facility repairs and improvements to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student and staff health needs. Projects will additionally be funded with up to \$72,000 in school district funds. Facility repairs and improvements will include inspection, testing, maintenance and upgrades to the HVAC systems at Anchorage Public School and installation of an ion equipped fan as described below:

1. Large Gym (Health & PE Classroom) – Replace the existing aged heating system with one of the three heat exchangers that are operational. **Completed 2021**

Impact: The new heating system includes an economizer, indoor/outdoor temperature sensors, outdoor humidity sensor, and indoor carbon dioxide sensor that will modulate the dampers to provide fresh air based on conditions. These new features that are not existent on the aged unit will improve indoor air quality and provide a healthier environment in the large gymnasium for students, staff and visitors.

2. Small Gym - Install Big Ass Clean Air System Ion Generator fan which is purported to kill more than 90% of viruses on surfaces in 30 minutes and more than 99.9% of viruses on surfaces in 60 minutes. The ion technology fan is additionally purported to kill more than 96% of bacteria and fungi on surfaces in 60 minutes and more than 97% of the SARS-CoV-2 virus in the air in 30 minutes, with more than 99.99% of the SARS-CoV-2 virus killed in the air in 60 minutes. The small gym was selected for installation of the fan as it is used as a cafeteria and indoor recess space and has limited fresh air exchange in cold weather. **Completed September 2021**

3. Rooms 201, 202, 203, 204, 204A, 205 and 206 - Engineer design services for HVAC replacement and upgrades. **HVAC drawings for Rooms 201, 202, 203, 204, 205, 206, 211, 212 and 213 was completed in March 2022**

a) Room 201 - Install one (1) 2½-ton HVAC unit with 0-100% automated economizer. **Unable to complete with ESSER funds**

b) Rooms 202, 203, 204 - Install one (1) 6-ton HVAC unit with 0-100% automated economizer to service all three classrooms. Classrooms are currently serviced by two units that are approximately 15 to 18 years old. **Unable to complete with ESSER funds**

c) Rooms 204-A, 205, 206 - Install one (1) 6-ton HVAC unit with 0-100 % automated economizer to service all three spaces. Rooms are currently serviced by one unit that is approximately 15-18 years old. **Unable to complete with ESSER funds**

4. Room 211 - Install one (1) 2½-ton HVAC unit with 0-100 % automated economizer. The room is currently serviced by a unit that is at least 16 years old. **Unable to complete with ESSER funds**

5. Rooms 212, 213 - Install one (1) 5-ton HVAC unit with 0-100 % automated economizer to service both spaces. Rooms are currently serviced by one unit that is approximately 18 years old. **Completed March 2022**

6. Rooms 106, 107, 108, 112, 113 – Install ductwork, dampers and necessary equipment to add a 0-100% automated economizer to spaces. Economizer will include CO2 sensors, humidity sensors, indoor/outdoor temperature sensors

and relief damper to stabilize pressure in the room, similar to complete HVAC replacement systems. Because this equipment is only 3-9 years old, and is not showing signs of failure, the project will retrofit rather than replace the equipment. The damper and ductwork installed can be used with new systems when replacement occurs. **Unable to complete with ESSER funds**

7. Purchase and install makeup air units to increase fresh air in the kitchen and cafeteria area. **This was completed with ESSER Funds**

**Impact:** Will increase indoor air quality with the ability to bring in outdoor/fresh air up to 100%. All included classrooms will be serviced with an automated economizer, indoor/outdoor temperature sensors, outdoor humidity sensor, and indoor carbon dioxide sensor that will modulate the dampers to provide fresh air based on conditions.

8. Schoolwide - Utilize MERV 8 filters in HVAC units on a three times per year replacement cycle. **completed**

**Impact:** Utilizing MERV 8 HVAC filters, on a three times per year replacement cycle, allows us to capture more airborne contaminants and particles, in order to reduce risk of exposure to environmental health hazards and to support student health needs.

## **Part 2 - \$53,379 (Summer, 2021 through Fall, 2022)**

As Anchorage emerges from the COVID-19 pandemic, supporting our learners as they make the transition into the new normal is a priority. The Anchorage Independent School District (AISD) will use the ARP ESSER funds to address the academic impact of lost instructional time through the implementation of free and affordable student access to summer academic enrichment and evidence-based intervention day camps that will provide more time and dedicated attention that focuses on immersing students in grade-level standards.

Throughout the 2020-2021 school year, AISD administered regular benchmark assessments. These periodic Measures of Academic Progress (MAP) assessments help AISD educational professionals better understand the progress students are making throughout the year. AISD used the student-level MAP results to tier students academically in reading and math.

1. Rising 1st through 8th grade math and reading students identified as needing tier II and tier III intervention services, during summer 2021 and 2022, were invited to participate in summer academic intervention programs. All rising 1st through 8th grade students were invited to participate in summer math and reading enrichment academic day camps and math and reading clubs. Students at targeted grade levels were also invited to participate in coding and robotics, Spanish, art and physical fitness enrichment day camps. Qualifying K-8 students with an individualized education program (IEP) received extended school year (ESY) services, and students identified with needs were invited to small group social skills sessions. Kindergarten students were provided the opportunity to attend a kindergarten readiness day camp. **Completed Summer 2021 and Summer 2022**

Enrichment day camps were focused on engaging students in learning grade-level content and in re-engaging in social interaction through small-group classroom-based instruction. In math clubs for instance, students were engaged in game-based activities that were dually focused on increasing math achievement and nurturing creativity and critical thinking. During book club day camps, students were engaged in reading, writing, and literature analysis and discussion. All summer learning activities, with the exception of 1:1 math and reading intervention programs, were focused on providing students the opportunity to engage socially with their peers and to create a sense of belonging. Math and reading small group intervention summer programs were focused on using evidence-based instructional strategies, targeted toward each student's specific learning needs, to increase their learning. By leveraging summer to regain lost instructional time, and to re-engage students socially, AISD aimed to increase student learning and to improve students' social and emotional well being.

AISD will provide academic programming designed to address math and/or reading gaps in students identified as needing tier II or tier III intervention services. The Kentucky Academic Standards will be foundational in designing

instruction as well as analysis of grade-level needs as found through MAP data and teacher input. At all grade levels, qualifying students with an individualized education program (IEP) will receive extended school year (ESY) services.

The following sources of evidence support the design and implementation of AISD's summer programming:

Andersen, S.C., Humlum, M.K., Nandrup, A.B. (Jul 2016) Increasing instruction time increases learning, Proceedings of the National Academy of Sciences, 113 (27) 7481-7484; DOI: 10.1073/pnas.1516686113. Retrieved from <https://www.pnas.org/content/113/27/7481>.

Cooper, H., Nye, B., Charlton, K., Lindsay, J., Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. Review of Educational Research, 6, 227–268. doi: [10.3102/00346543066003227](https://doi.org/10.3102/00346543066003227).

Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). COVID-19 and Learning Loss — Disparities Grow and Students Need Help. McKinsey & Company. Retrieved from <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help>.

Jensen, VM (2013) Working longer makes students stronger? Educ Res 55(2):180–194. Retrieved from <https://eric.ed.gov/?id=EJ1036536>.

2. AISD will offer identified 2021-2022 school year first grade students two 10-week sessions of afterschool high-intensity tutoring (HIT), sometimes referred to in literature as High-Impact Tutoring or High Quality Tutoring, in reading/writing and math. Funds will allow for up to 16 students to be selected for participation in the afterschool program in response to student needs as determined by classroom formative assessments and MAP data throughout the school year. HIT sessions will be 30 minutes each and will occur three times per week.

HIT is a research-based approach to accelerating student learning in which students who are behind in grade-level content are provided with individualized tutoring sessions three or more times a week that address content that meets students where they are, but also links back to what is being taught in the regular classroom. This provides students with just-in-time support to meet the grade-level expectations (Dorn, Hancock, Sarakatsannis, & Viruleg, 2020). The evidence in favor of HIT is some of the strongest for any intervention.

First grade is selected as the focus of our district's HIT efforts as MAP data, Dyslexia screener data, and AISD interventionist's formative assessment data collectively lead us to believe that the learning of our 2020-2021 kindergarten students was negatively impacted to a greater extent than students at other grade levels this past school year. Due to the pandemic, these students were thrust into online learning at the start of the 2020-2021 school year, without first having the opportunity to become accustomed to school routines and procedures and to develop technology skills that enable them to access. **This was completed during the 21-22 school year**

3. AISD will offer interested female students an opportunity to join a STEM for Girls Club with a purpose of increasing interest in the STEM fields as well as achievement in those academic areas. **This was offered 1 year but did not have interest to continue. We do have girls involved in our Robotics Club**

The following sources of evidence support the design and implementation of AISD's afterschool programming:

Andersen, S.C., Humlum, M.K., Nandrup, A.B. (Jul 2016) Increasing instruction time increases learning, Proceedings of the National Academy of Sciences, 113 (27) 7481-7484; DOI: 10.1073/pnas.1516686113. Retrieved from <https://www.pnas.org/content/113/27/7481>.

Cooper, H., Nye, B., Charlton, K., Lindsay, J., Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. Review of Educational Research, 6, 227–268. doi: [10.3102/00346543066003227](https://doi.org/10.3102/00346543066003227).

Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). COVID-19 and Learning Loss — Disparities Grow and Students Need Help. McKinsey & Company. Retrieved from <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help>.

Guryan et al., “Not Too Late: Improving Academic Outcomes Among Adolescents,” NBER working paper no. 28531, March 2021, [https://www.nber.org/system/files/working\\_papers/w28531/w28531.pdf](https://www.nber.org/system/files/working_papers/w28531/w28531.pdf).

Jensen, VM (2013) Working longer makes students stronger? Educ Res 55(2):180–194. Retrieved from <https://eric.ed.gov/?id=EJ1036536>.

Krishnamurthi, A.; Ballard, M; Noam, G. (Jul 2014) Examining the impact of afterschool STEM programs, Afterschool Alliance, ERIC Number: ED546628. Retrieved from <https://files.eric.ed.gov/fulltext/ED546628.pdf>.

Robinson, C., Kraft, M., Loeb, S., & Schueler, B. (2021). Accelerating Student Learning with High-Dosage Tutoring. EdResearch for Recovery.

## Part 3 - Fall, 2021 through Fall, 2022

### 1. \$20,191.28 in ESSER Funds

#### Completed

##### Indirect Costs

ARP ESSER allows our school district to charge indirect costs to the grant. AISD will budget \$16,654 to fund related indirect costs, which is well under the allowed maximum. Should cost estimates for summer programming, HVAC projects or other categories be higher than actual expenses, to maximum allowed in additional ARP ESSER funds will be utilized to pay for indirect costs.

## Part 4

The Anchorage Independent School District will ensure that interventions address the academic impact of lost instructional time and respond to the academic, social, emotional and mental health needs of all students as follows:

- AISD administered MAP assessments three times during the 2020-2021 school year (fall, winter and spring) to track student progress and to identify deficiencies in the areas of reading and math. The MAP assessment will be administered to each student in successive school years each fall, winter and spring. This data will be used to ensure interventions are designed in a manner that addresses participating students' individual reading and math learning needs. In combination with prior after-school programs/summer school attendance data, AISD will determine future afterschool and summer school program scope and design. **This was completed**
- To address the social, emotional and mental health needs of all students, previously, AISD has provided students the opportunity to participate in counseling and has provided guidance counseling lessons for all students. AISD and will continue to provide these opportunities for our students. **This was completed**
- Previously, AISD has employed an outside consultant to provide in-depth expertise in the area of social emotional learning, school success and learning skills. AISD will continue employment of this consultant who will meet with several small groups and identified, targeted students in order to help them attain skills for academic and social emotional success. **This was completed**
- AISD will seek to implement a social and emotional learning/ behavioral health student assessment in order to utilize the data to contribute to determination of student SEL tiers and the assignment of social, emotional and mental health intervention strategies as a part of the MTSS framework. AISD employs an outside

consultant, school counselor and part-time school mental health specialist who will provide in-school counseling, guidance lessons, and small groups in school and summer sessions on social emotional learning, school success and learning skills. Training will be provided for staff in the use of the student social and emotional learning/behavior health assessment data to implement intervention strategies provided through the assessment program. **2021-2022 school year only**

## Part 5

The ARP ESSER Budget, as entered in GMAP on a separate tab. A summary budget by initiative type is as follows:

HVAC & Ion Fan Technology	\$130,819.72
Afterschool & Summer Programming	\$ 53,379.00
Indirect Costs	\$ 20,191.28
<b>Total</b>	<b>\$204,390</b>

## Part 6

A, While planning the budget for the use of ESSER funds, the Anchorage Independent School District engaged in meaningful consultation with stakeholders to determine the focus of the plan and the expenditure of funds as follows:

- On July 6, 2021, the district hosted a “Coffee and Conversation with the Anchorage Superintendent and Principal” open to the public to provide information regarding ARP ESSER and to receive input to be considered in ARP ESSER Plan development.
- During the period June 24, 2021 through July 7, 2021, the district conducted a survey of stakeholders, including community members, parents, staff and students to receive input to be considered in ARP ESSER Plan development. Survey results, less respondent comments, can be found at the following link: <https://www.surveymonkey.com/results/SM-XJT8G3X99/>.
- On July 12, 2021, the School Board held a working meeting in order to provide a public forum, inviting and providing the public the opportunity to speak to provide input into development of the school district’s ARP ESSER Plan.
- On July 26, 2021, the School Board held a regular meeting inviting and providing the public the opportunity to speak to provide input into the School Board’s consideration of approval of the school district’s ARP ESSER Plan.

B. The district used the feedback generated by stakeholder engagement in the following ways:

- The top two needs expressed by survey participants (staff, community members and parents) were as follows:

· Reimbursing the school district general fund for prior financial obligations associated with COVID-19 prevention and/or providing student educational services during the pandemic.

· Performing school facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Related projects could include replacement of any aging HVAC equipment to improve indoor air quality and comfort, regular replacement of MERV-8 HVAC filters, and inspections/testing related to optimal operation of HVAC and related control systems and equipment.

In Part 1 of the district's plan, \$130,819.72 in ARP ESSER funds are budgeted to address these needs.

LEA Points of Contact

Superintendent - Sharla Six, [sharla.six@anchorage.kyschools.us](mailto:sharla.six@anchorage.kyschools.us)

Title I Coordinator - Kristy Clark, [kristy.clark@anchorage.kyschools.us](mailto:kristy.clark@anchorage.kyschools.us)

Finance Officer - Prindle Hinton, [prindle.hinton@anchorage.kyschools.us](mailto:prindle.hinton@anchorage.kyschools.us)