

**Russellville Independent School District  
ARP (American Rescue Plan) ESSER Narrative Plan**

<b>Section 1:</b>
<p><b>Narrative:</b>  Russellville Independent Schools (RIS) 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
Diagnostic and screening testing
Thermometers, staff to complete temperature checks, additional staff on buses to complete temperature checks and ensure physical distancing
Vaccination clinics in an effort to provide vaccinations to educators, other staff, students, and familie if eligible
Appropriate accommodations for children with disabilities with respect to the health and safety policies
Plexiglass to support physical distancing
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 Russellville Independent Schools (RIS) will utilize funds to address the academic impact of lost instructional time through evidence-based interventions. The plans below detail the areas of focus Russellville Independent Schools 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 implementation strategies include initial training on the PLC process, book studies that deepen understanding of PLCs, and teacher stipends, when appropriate, for PLC participation after school.</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 ongoing information regarding student progress towards a measurable academic goal. Some implementation strategies include ongoing training on strategies to use before, during, and after a lesson that provides information on student progress and to inform teaching and learning, teacher stipends, when appropriate, for</p>

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			collaborative 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</p>	<p>Student engagement strategies, e.g., Kagan, etc., 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 on multiple engagement strategies, follow-up training on how these strategies are being implemented, materials and technology to implement engagement strategies, and stipends, when appropriate, for teachers related to this professional learning.</p>
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		<p>opportunities to respond on student 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>	
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		<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>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>	
	<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/10.1177/2158244016660744">https://journals.sagepub.com/doi/10.1177/2158244016660744</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 Teaching,"</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 implementation strategies include stipends, when</p>

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		<p><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=ij-sotl">https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=2072&amp;context=ij-sotl</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 socio culturally 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>appropriate, for the training of all 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>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, and stipends, when appropriate, for staff to attend training on effective intervention strategies and effective ways to monitor progress. An MTSS district and/or school coordinator is also a possible intervention strategy, 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>Jimerson, S. R., Burns, M. K., &amp; VanDerHeyden, A. M. (2016). From the response to intervention to multi-tiered systems of 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>	
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		<p>Sugai, G., &amp; Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. <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. <i>Focus on Exceptional Children</i>. 42. 1-14. <a href="https://doi.org/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</p>	<p>PBIS will be used as an evidence-based intervention to develop school-wide expectations, targeted interventions and supports, and data-driven decisions making to improve student behavior and student outcomes. Some implementation strategies include training for teachers and staff as well as stipends, when appropriate, for teachers and staff to work collaboratively to develop expectations, interventions, and support. The purchase of books for a book study and teacher stipends, when appropriate, to participate, as well as funding for PBIS coach(es) at the district or building level, are also possible implementation strategies. The use of funds to secure a data collection system is also a possible implementation strategy.</p>

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		<p>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>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/">https://www2.ed.gov/about/offices/list/ocr/</a></p>	
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		<p><a href="#">docs/crdc-college-and-career-readiness-snaps-hot.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 ELA interventionists, and the creation of school-wide read programs including purchasing of books, payment for author visits, teacher stipends, when appropriate, for creating programming and book studies.</p>
	Teaching Essential Skills	<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., &amp;</p>	<p>Prioritizing essential skills and standards will be used as an evidence-based intervention that helps teachers provide targeted support for the most</p>

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		<p>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>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 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 teacher stipends, when appropriate, to complete this work and to collaborate on effective instructional strategies to teach standards.</p>
<p><b>Math</b></p>	<p><b>High-Quality Instruction and Materials</b></p>	<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, when appropriate, for</p>

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			<p>these pieces of training as well 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 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 teacher stipends, when appropriate, to complete this work and to collaborate on effective instructional strategies to teach standards.</p>

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**Section 3:**

**Narrative:**

*Russellville Independent School District plans to use the entirety of the amount allocated on the items described in all sections of this plan. Currently, we have no plans in place to reserve any of the monies awarded. The full amount of allotted funding will be spent by the end of the time period outlined in future ARP ESSER Budgets (due August 31st) created by our school district. Russellville Independent Schools reserves the right to revisit the plan/budget and will evaluate the effectiveness of the plan and re-adjust it to meet the needs of the district.*

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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 Russellville Independent Schools conducted meaningful consultations 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/SendAction/fcType/0/fcOid/466307103279770868/filePointer/466307103281285022/fodoid/466307103281285018/LH%20report%20final%20%281%29.pdf">https://www.pacesconnection.com/file/SendAction/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</i></p>	<p>Creating trauma-informed and trauma-sensitive schools will be an area of focus for Russellville Independent 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 Teams will be paid a stipend in order to create in-person and virtual on-demand modules 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>

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		<p><i>framework for trauma-informed approaches.</i> MO Dept. of Mental Health and Partners.  <a href="https://dmh.mo.gov/media/pdf/misso-uri-model-developmental-framework-t-rauma-informed-approaches">https://dmh.mo.gov/media/pdf/misso-uri-model-developmental-framework-t-rauma-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/">https://safesupportivelearning.ed.gov/</a></p>	<p>Funding will provide additional staffing at the district level for a school social worker who will lead the district trauma team, track district and school level data, and create and manage the district referral pathway, and make best practice recommendations for trauma interventions.</p> <p>Each school counselor, school social worker, and Family Resource and Youth Services Center Coordinator will receive a stipend for the time required to train in evidence-based interventions to directly impact students. ARP funds will be used to purchase a series of professional books for all district employees in order to participate in book studies around trauma-sensitive schools and self-care. Stipends will be used to encourage teacher and paraprofessional participation as well as fund trauma teams to facilitate ongoing book studies during the school year and during breaks.</p>
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		<a href="#">trauma-sensitive-schools-training-pack age</a>	
	CBITS Cognitive Behavioral Intervention for Trauma in Schools	Ngo, V., Langley, A., Kataoka, S. H., Nadeem, E., Escudero, P., & Stein, B. D. (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>	The district will create a cohort of CBITS trainers made up of counselors, school social workers, and FRYSC coordinators who will receive a stipend for training time. All members of the cohort will receive the weekly course either in-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.
	TARGET Trauma Affect Regulation: Guide for Education and Therapy	Ford, J. D., & 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.ctntraumatraining.org/uploads/4/6/2/3/46231093/target-am_j_psychotherapy.pdf">https://www.ctntraumatraining.org/uploads/4/6/2/3/46231093/target-am_j_psychotherapy.pdf</a>	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.
	TF-CBT Trauma-Focused Cognitive Behavior Therapy	Cohen, J.A., Mannarino A.P., Berliner, L., & Deblinger, E. (2000). Trauma-Focused Cognitive Behavioral Therapy for Children and Adolescents: An Empirical Update. <i>Journal of Interpersonal Violence</i> . 2000;15(11):1202-1223. <a href="https://doi.org/10.1177/088626000015011007">doi:10.1177/088626000015011007</a>	The district will create a cohort of TF-CBT trainers made up of mental health therapists who hold valid state licensure. Each member of the cohort will receive a stipend for training time. All members of the cohort will receive the 18-month course virtually, receive follow-up training and coaching, and

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			be certified in TF-CBT. ARP funds will be used to cover the cost of the training and coaching.
	Calming Areas	Zenner, C., Herrnleben-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 two calming/meditation areas in each school within the district. 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 the appropriate use of these spaces and how to manage student expectations.
	Calm Corners	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 each classroom in the district that will be accessible to all students PreK-12. Training and professional development will be provided to administrators, teachers, and paraprofessionals on the appropriate use of these spaces and how to manage student expectations.
	School Resource Officers	James, R. K., Logan, J., & Davis, S. A. (2011). Including School Resource Officers in school-based crisis intervention: Strengthening student support. <i>School Psychology International</i> , 32(2), 210–224.	The district will employ a School Resource Officer to serve within the district as recommended in <a href="#">KRS 158.4414-.4415</a>

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		<a href="https://doi.org/10.1177/0143034311400828">https://doi.org/10.1177/0143034311400828</a>	
	<p>Social Emotional Programming</p>	<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. 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 in social-emotional competencies. Each school will receive funds to purchase curriculum and resources for the social-emotional learning curriculum of their choice.</p>
<p><b>Stakeholder Input:</b> Russellville Independent 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 Russellville Independent</p>			

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Schools creating a recovery plan, stakeholder feedback was solicited in multiple ways. Stakeholder surveys were sent via email/text to the following groups:

- a. Students enrolled
- b. Parents/guardians of students enrolled
- c. School & district administrators
- d. Educators
- e. Teacher unions
- f. Civil Rights organizations
- g. Family Resource Centers/Coordinators
- h. Parents/guardians of students with disabilities
- i. Chamber of Commerce business members

Results from the survey were then reviewed and critiqued for applicable solutions and ideas for use of funding. In developing the above plan, all requests and opinions received from stakeholders were given the highest consideration. Those that were financially and morally possible were then added in some form or fashion and connected directly to those intentions stated above.