LEA Name

Rock Hill School District 3 of York County

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State

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recommendation of state and federal public health officials.

Physical distancing:

Social or physical distancing means keeping at least six feet between yourself and other people while outside your home. This means people should stay the recommended distance apart from others. It also means people should avoid gathering in groups, crowded places and mass

Activities to Address Learning Loss

ARP ESSER Learning Loss Requirements

Emphasize the importance and coach teachers with best practices as it relates to instructional delivery.

       Engagement

       Differentiation

       Small Group instruction

       Unpacking standards

       Assessments

Observe instruction and provide actionable and sustainable feedback.

Establish district and school based MTSS plans that are aligned to state guidelines to provide positive learning experiences for all students.

Consistently monitor and support MTSS implementation at all schools

Provide appropriate interventions and consistently collect student progress monitoring data to determine next steps.

       LLI

       Fastbridge

       iReady

       MAP

       Read 180

Customize professional development opportunities to support teaching and learning.

Promote and provide support to create a data literate culture within our district.

Effectively utilize data researchers to build capacity and expand current data use for instructional decision making and goal setting.

Provide high quality instructional resources and support.

Review district wide instructional tools (pacing guides, CFAs, support documents, etc.) and resources to calibrate alignment to state standards.

       Increase exposure and access to tools for all stakeholders.

Provide, promote, and expand summer learning and extracurricular enrichment and remediation activities.

Effectively utilize instructional support staff to

Goal #1 Timeline	2023 = 47.1% 2024 = 50.6% 2025 = 54.1% 2026 = 57.6% 2027 = 61.1%

Goal #2 Area

Goal #2 Area
    ELA
    Math
    Graduation Rate
	Baseline - 35%

SMART Goal #2	By 2027, 60% of students in grades 3-8 will score meets or

experiences for all students.

Consistently monitor and support MTSS implementation at all schools

Provide appropriate interventions and consistently collect student progress monitoring data to determine next steps

      Dreambox

      Number Worlds

      MAP

      Fastbridge

Customize professional development opportunities to support teaching and learning

Promote and provide support to create a data literate culture within our district

Effectively utilize data researchers to build capacity and expand current data use for instructional decision making and goal setting

Provide high quality instructional resources and support

Review district wide instructional tools (pacing guides, CFAs, support documents, etc.) and resources to calibrate alignment to state standards

      Increase exposure and access to tools for all stakeholders

      Emphasize focus on secondary tools and resources

Provide, promote, and expand summer learning and

Goal #3 Area ELA Math Graduation Rate	Baseline - 83%
SMART Goal #3	By 2026-27, the graduation rate for RH schools will increase to 92.5%.
8 An un-revised goal from 2021-22 A revision/consolidation of a goal from 2021-22 A new goal	

Strategies and Resources Utilized to Achieve Goal #3	Establish 54.48 51m0 GETQ79.75 Tm3(Res)12(ou)-7(rces

	Emphasize the importance and coach teachers with best practices as it relates to instructional delivery
	     Engagement
	     Differentiation
	     Small Group instruction
	     Unpacking standards
	     Assessments
	Observe instruction and provide actionable and sustainable feedback
	Establish district and school based MTSS plans that are aligned to state guidelines to provide positive learning experiences for all students.
	Consistently monitor and support MTSS implementation at all schools
	Provide appropriate interventions and consistently collect student progress monitoring data to determine next steps
	Customize professional development opportunities to support teaching and learning
	Promote and provide support to create a data literate culture within our district
	Effectively utilize data researchers to build capacity and expand current data use for instructional decision making and goal setting
	Provide high quality instructional resources and support
	Review district wide instructional tools (pacing guides, CFAs, support documents, etc.) and resources to calibrate alignment to state standards
	     Increase exposure and access to tools for all stakeholders
	     Emphasize focus on secondary tools and resources
	Provide, promote, and expand summer learning and extracurricular enrichment and remediation activities
	Effectively utilize instructional support staff to enhance Tier 2 and Tier 3 interventions and enrichment activities
	Align/increase alignment of PADEPP goals to current efforts

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)	The effective implementation of Professional Learning Communities (PLCs) and provision of Multi-Tiered Systems of Support (MTSS) supports the needs of all learners in Rock Hill schools. Targeted and aligned support and professional development will be provided by the instruction department to positively impact teaching and learning in our district.
Goal #5 Timeline	2023 = 47.8% 2024 = 50.8%

	2025 = 53.8%
	2026 = 56.8%
	2027 = 59.8%

The district will utilize these funds to address learning loss by hiring additional FTEs (approximately 55-60 FTEs) to include elementary classroom teachers to reduce class size and provide additional small group academic support, secondary classroom teachers, special education teachers, and academic interventionists for fiscal years 2021-2022 and 2022-2023. Beginning in fiscal year 2023-2024, the district will utilize these funds to cover the salary and benefits of the Virtual Academy teachers and interventionists.

The district will provide tutoring support before, during, and after school for FY22-23 and FY23-24. The district will purchase instructional software licenses for elementary and secondary students (math, ELA, music, online credit recovery, etc.) for FY22-23 and FY23-24. The district will utilize a vendor to provide ACT/SAT test prep services. The district will purchase instructional software licenses, instructional kits, manipulatives, classroom reading book sets. The district will have ESOL teachers create units of study for multilingual students. The district will purchase instructional software licenses and restorative practices professional development training for special education teachers. The district will purchase assessment kits and restorative practices materials for special education teachers.

The district will replace all elementary and secondary school library collections. An assessment was conducted. Of our elementary schools, 79% did not meet SC state standards. Only three schools met SC state standards at the basic level. The average age of collections is 2007, with an average of 19 items per student. The age of collections ranged from 2001 to 2013 and the items per student ranged from 13 to 29. Of our secondary schools, 0% met SC state standards. The average age of collections is 2010, with an average of 10 items per student. The age of collections ranged from 2003 to 2013 and the items per student range from 7 to 19. The district lost a significant number of books during COVID. School library characteristics linked to student achievement: library staffing, total library expenditures, librarian hours spent on teaching activities, circulation of library materials, size of collection, availability of computers, and number of group visits to the library.

The district will also provide district-wide professional development that will address student learning loss. Leader In Me, Rutherford, ProAdvisors, and PCL Activators.

Activities for other ARP ESSER Funds

The LEA must describe how it will expend its remaining ARP ESSER funds in the other allowable categories. Detailed categories are available on the [ARP ESSER Spending PlanCategories webpage](#).

Activities authorized under the ESEA, the IDEA, the

<u>Mental health services and supports</u>
Due to the increased need to provide mental health support and services to students and staff resulting from the COVID-19 pandemic, the district will utilize funds to contract with a child/adolescent psychiatrist, purchase screener & assessment software licenses, hire two additional mental health therapists, hire a crisis management assistant for each secondary school and to cover the salary and benefits of the mental health director.

Contracting with a psychiatrist is an essential piece to supporting our students attending the day treatment center. The benefit of contracting with a site-based psychiatrist is to allow the eligible students and their families to have access to a psychiatric provider more frequently while in the program. Frequent meetings with a psychiatrist will help solidify effective medication strategies, meet with parents/families for therapy sessions, ultimately help the student both at school and at home.

The use of a behavioral-health screener & assessment software, BIMAS (Behavior Intervention Monitoring Assessment System), identifies students (K-12) who may be at risk due to trauma, stress, and other mental health issues that affect student learning. The BIMAS is an online, brief behavior-monitor for the effectiveness of system wide interventions. The data generated by this process, increases accountability across all parties involved, promotes implementation fidelity, and facilitates

longer available. Execution of work: This project will require the services of a licensed Mechanical

Evaluation and Review

The LEA must describe how it will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional, andmental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic. These include students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. The LEA should use or align with its progress monitoring narrative from its Academic Recovery Plan in this section to avoid duplication.

The superintendent has led the district's leadership team in establishing a system's data room that measures progress in the Focus Five areas (safety, recruitment and retention, academic performance, organizational effectiveness, and communications). The results from local and state assessments will

On January 7, 2022, administration presented an overview of ESSER I, ESSER II, and ESSER III funding activities at the joint board meeting of York 1, York 2, York 3, and York 4 school boards and York County Legislative Delegation.

On January 11, 2022, the ARP ESSER III Spending Plan categories, along with the proposed revision of the Return to In-

District administrators met with principals to discuss prioritized budget needs for learning loss on June 4, 2021, July 21-22, 2021, and December 7-8, 2021. Exceptional Student Education administrators met with ESE internal auditor and all itinerant teachers on December 8, 2021, to discuss prioritized budget needs for learning loss. District administrators met on December 15, 2021, to review all learning loss prioritized needs.

In August 2022, the district requested feedback on the Return to In-Person Learning Plan and the ESSER ARP funding plan. The district received 227 responses. Of the responses, 83.3% were parents and 9.7% were from teachers. The other 7% were students, support staff, school/district level administrators, and community members. Input received from respondents on which category the district should allocate its ESSER III funds on are as follows (top three options for each section):

Most important category:
- o Providing mental health services and support, 20.7%
- o Addressing learning loss, 16.3%
- o Addressing needs of highly vulnerable students, 13.7%

Second most important category:
- o Providing mental health services and support, 17.2%
- o Purchase of education technology, 11.0%
- o Address needs of highly vulnerable students, 10.6%

Third most important category:
- o Addressing learning loss, 11.9%
- o Facility repairs and improvements, 11.5%
- o Purchase of education technology, 11.0%

Input received from respondents on the best way for the district and schools to address learning loss are as follows (top three options for each section):

Best way:
- o Elementary class size reduction, 28.2%
- o Additional academic assistance during the school day, 26.9%
- o Tutoring before, during, and after school, 24.2%

Second best way:
- o Additional academic assistance during the school day, 26.0%
- o Tutoring before, during, and after school, 21.1%
- o Elementary class size reduction, 14.1%

Third best way:
- o Additional academic assistance during the school day, 22.0%
- o Tutoring before, during, and after school, 18.5%
- o Additional English and Math teachers at middle and high school levels, 17.2%

Respondents were able to provide input on additional options for the district and schools to consider. All input, feedback, and responses received were read and were taken into consideration during the development of the amended spending plan.

Required Stakeholder	Date(s) of Input
Students	June 8, 2021-June 14,2021 January 11, 2022-January 19, 2022 August 2022 April 2023
Families	June 8, 2021-June 14,2021 January 11, 2022-January 19, 2022 August 2022 April 2023
School and district administrators	June 8, 2021-June 14,2021 December 15, 2021 January 11, 2022-January 19, 2022 August 2022 April 2023
Teachers	June 8, 2021-June 14,2021 August 9, 2021 (ESOL) November 16, 2021 (ESOL) January 11, 2022-January 19, 2022 August 2022 April 2023
Principals & school leaders	June 4, 2021 June 8, 2021-June 14,2021 July 21, 2021-July 22, 2021 December 7, 2021 (secondary) December 8, 2021 (elementary) January 11, 2022-January 19, 2022 August 2022 April 2023
Other educators, school staff	June 8, 2021-June 14,2021 December 8, 2021 (ESE) January 11, 2022-January 19, 2022 August 2022 April 2023
Professional organizations	June 8, 2021-June 14,2021 January 11, 2022-January 19, 2022 August 2022 April 2023

ASSURANCES

As a requirement for ARP ESSER funds, the LEA must agree to all of the following terms, conditions, and assurances included, but not limited to the following. All assurances and terms and conditions are included in the O⁻ ˙ ˙o   Award Notification and accompanying attachments.

This LEA will use American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) funds for activities allowable under section 2001(e) of the ARP.

This LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

This LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as

 summer learning or summer enrichment,

 extended day,

 comprehensive afterschool programs,

 extended school year programs, or

 other evidence-based interventions,

 · ·   ·   ·   ·   ·   ·   ·   · needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

This LEA will either:

 within 30 days of receipt of ARP ESSER funds, develop and make publicly available on

 ˙O⁻ ˙   -person instruction and continuity of

 services as required in section 2001(i)(1) of the ARP, or

This LEA will comply with all reporting requirements at such time and in such manner and containing such information as the U.S. Secretary of Education may reasonably require, including on matters such as:

how the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;