ARP-ESSERF
Plan 2021-2022

CABELL COUNTY SCHOOLS

Cabell County Schools
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Huntington, WV 25702

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ABOUT CABELL COUNTY SCHOOLS

MISSION

DEVELOP THE SKILLS, BELIEFS, AND DESIRE TO MAKE POSITIVE CONTRIBUTIONS TO SOCIETY.

PARTNER WITH THE COMMUNITY TO ENSURE ALL STUDENTS ARE SAFE AND VALUED.

INSTILL A SENSE OF RESPONSIBILTY AND ACCOUNTABILITY TO OUR COMMUNITY.

VISION

EVERY GRADUATE WILL BE ACCEPTED INTO A CAREER OR POST-SECONDARY OPTION.

VALUES

CABELL COUNTY SCHOOLS WILL HAVE A SAFE NURTURING, COMPASSIONATE, INVITING ENVIRONMENT THAT RESPECTS AND UNDERSTANDS INDIVIDUALS AND CULTURES.

WE WILL HAVE CHALLENGING AND ENGAGING INSTRUCTION THAT IS RESPONSIVE TO EVERY STUDENT EVERY DAY.

Demographic Data

Cabell County Schools educates approximately 12,000 students and employs 1,714 number of employees. The demographic makeup of the district's student population is as follows: 48% of students identified as low socioeconomic status (SES); 21% of students receive special education services; and 1% of students are as English Language Learners (ELLs). The racial makeup of students is 83% White, 7% Black, 8% Multiracial, 2% Hispanic, and 1% Asian.

Planning Team

- Superintendent

- District Senior Leadership Team

- School Administrators

- School Staff

- Superintendent's Student Advisory Council

External Stakeholder Engagement

- Local School Improvement Councils

- State of the Schools Profile Sheet

- LSIC Chairs

- Cabell County ARP ESSERF Survey for soliciting public feedback - 615 total responses, with 163 providing additional comments
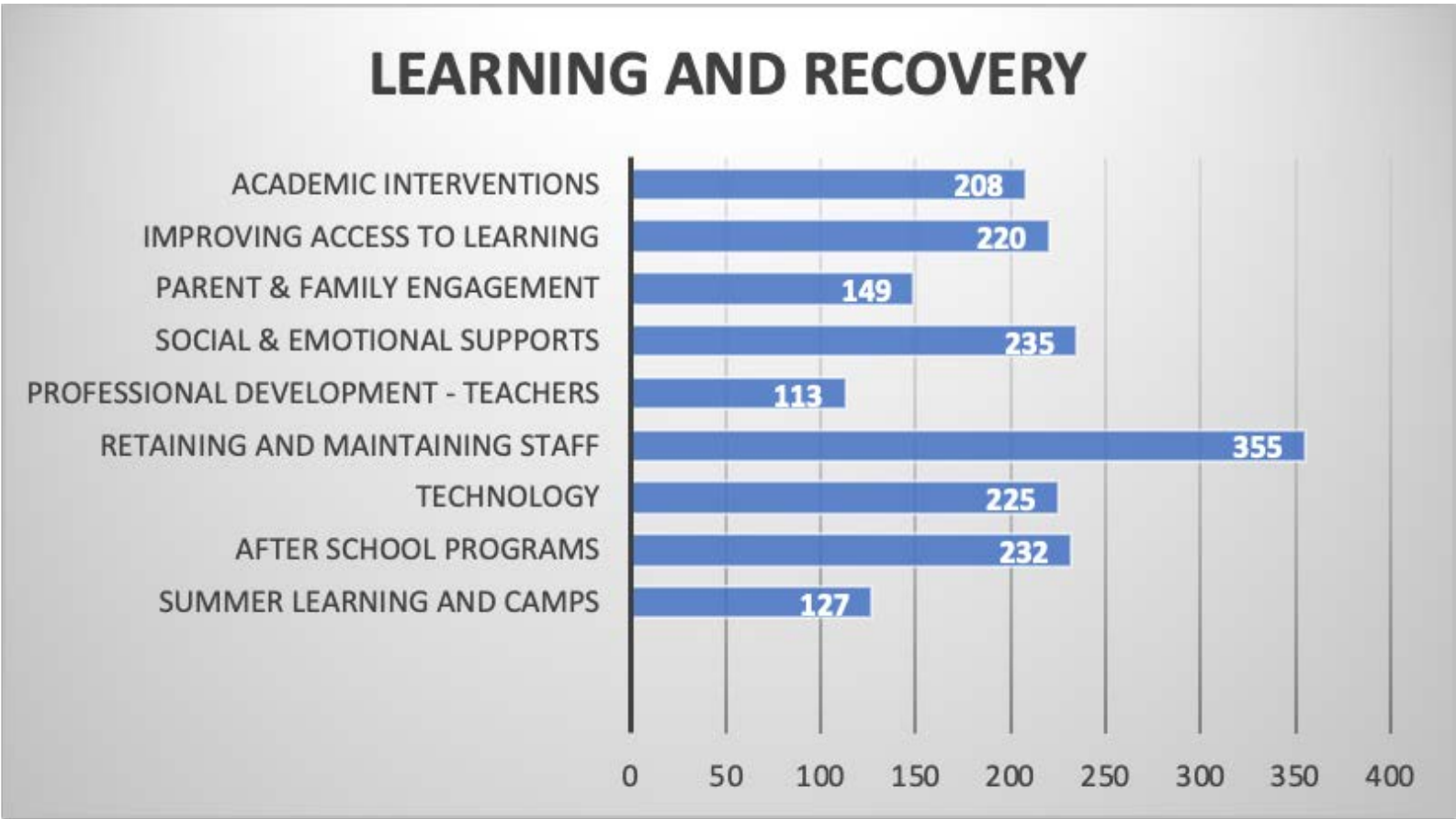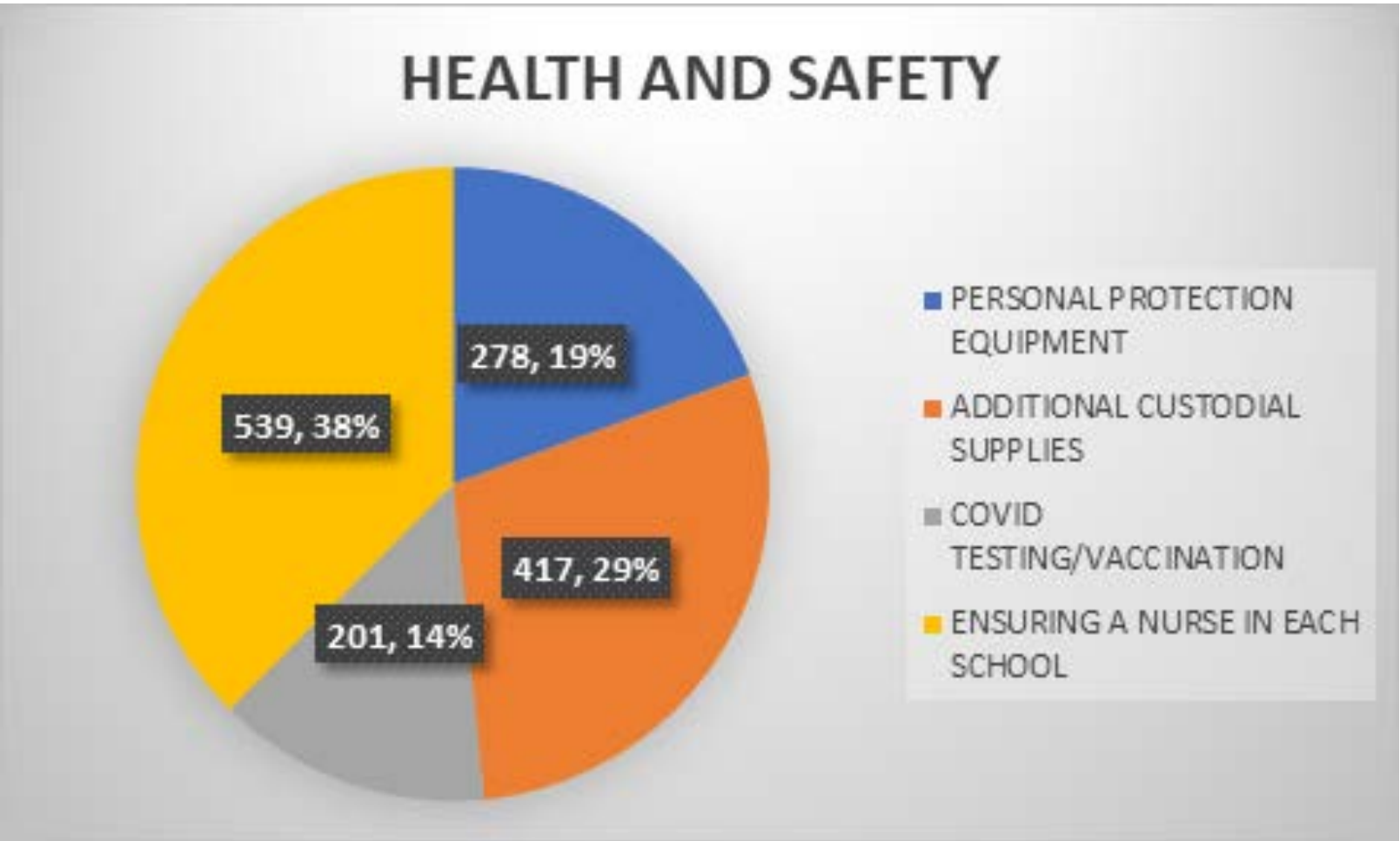
CABELL COUNTY SCHOOLS

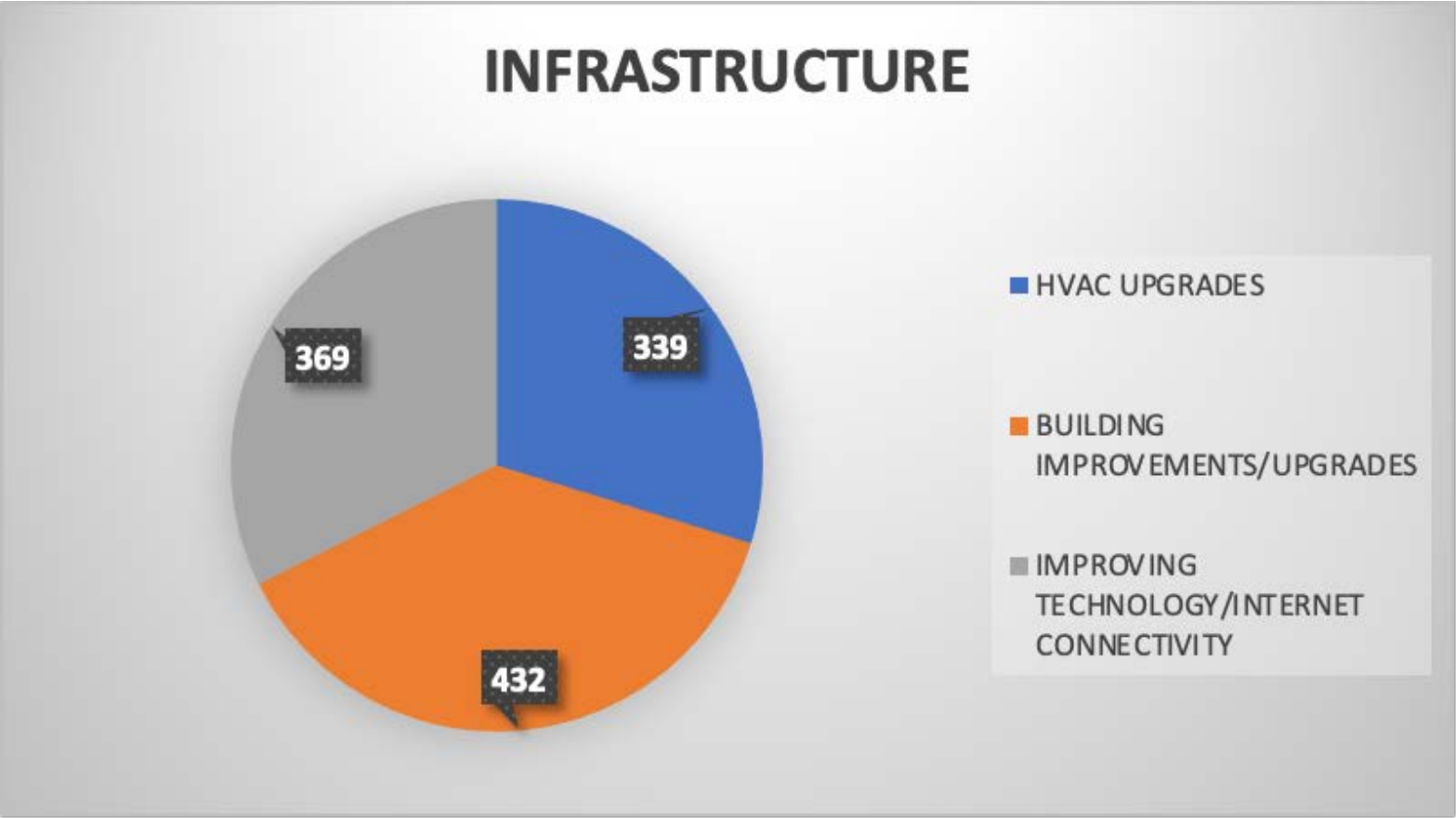# Cabell County Survey (ARP ESSERF) June 2021 Results

Select each item you find important related to Learning Recovery and Innovation.

Select each item you find important related to Health and Safety.

Select each item you find important related to Infrastructure.

Public Comment Period Process

The Cabell County school district's ARP ESSERF Plan will be placed on public comment for feedback and possible improvements. The plan will be posted on the district's website and social media pages for two weeks.

Needs Assessment

Learning Recovery & Innovation

- 19% (n=2,280) of Cabell County students chronically absent during 20-21 SY

- Meaningful process for addressing low attendance rates and declining enrollment by engaging students and families

- Early warning indicators suggest 10% (n=1,200) of the student population at high risk and 7% (n=840) at moderate risk for not graduating

- Credit recovery is required for approximately 600 high school students in the 20-21 SY as compared to 278 19-20 SY and 150 18-19 SY

- Robust after school tutoring and summer learning programs to address learning loss and social and emotional health

- 247 students identified as homeless during 20-21 SY, compared to less than 100 in previous years

- 290 students identified in foster care

- 70% of Black students are low socioeconomic status (SES) (512 of 724)

- **20%** special education students identified as chronically absent

- **93.52%** attendance rate for Special Education students

- **56% (1448 of 2610)** students with Individual Education Plans (IEPs) considered low SES

- **14.59%** students with IEPs proficient in English Language Arts (ELA) and **11.64%** proficient in math

- Special Education dropout rate for 2021 **1.05%**, missing state target of .80%

- Pre-K Child Outcome Analysis shows direct correlation with low social-emotional skills, inclusive of social relationships, and academic acquisition of new knowledge and skills
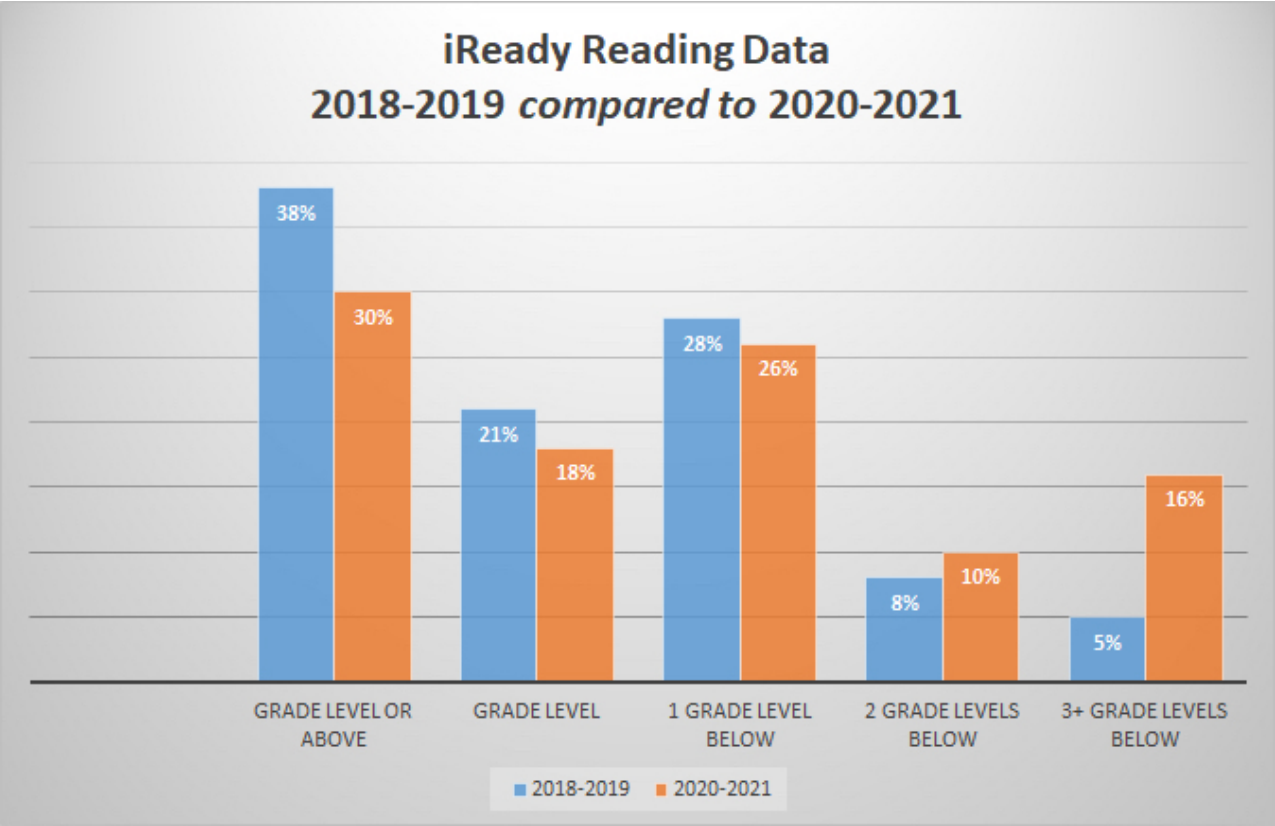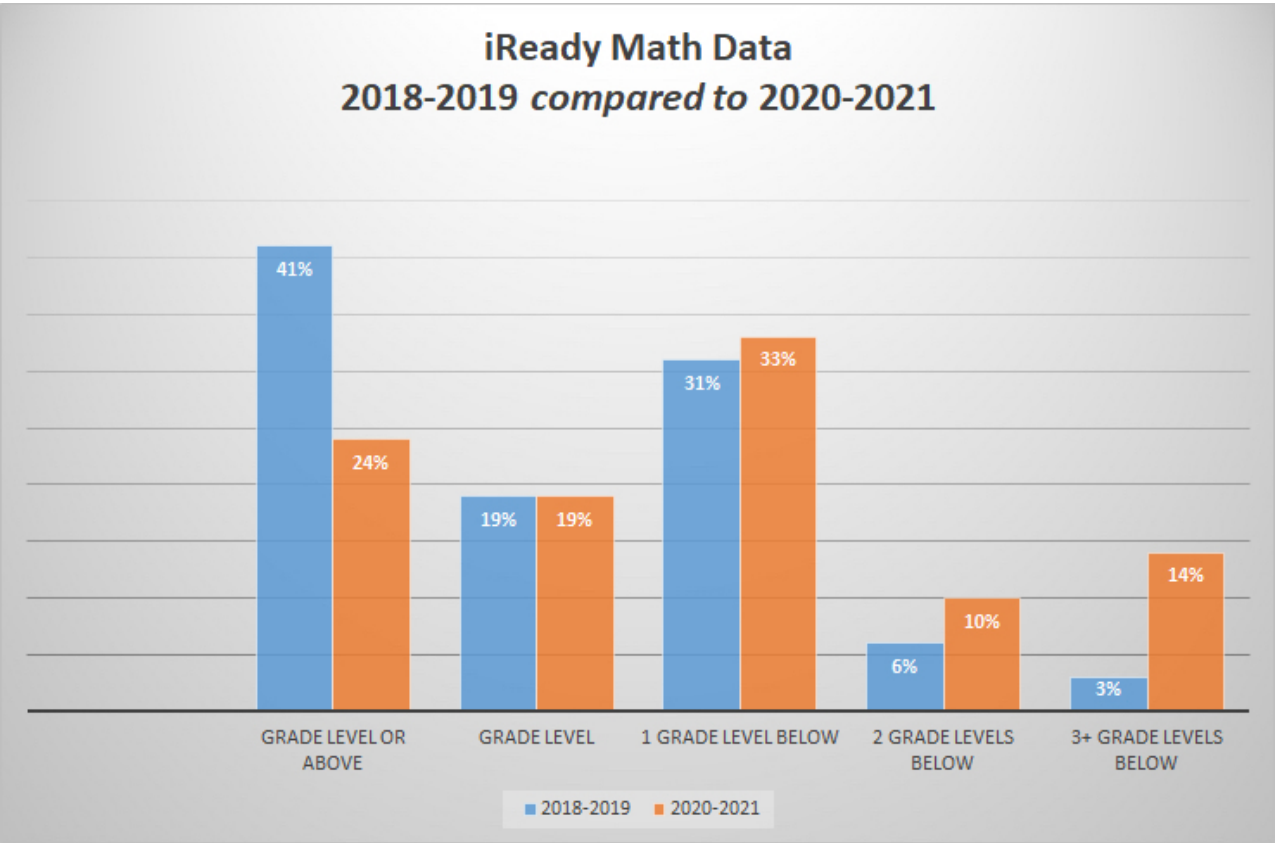
General Summative Assessment (GSA) Data

ELA Proficiency

Student Groups	County (2017-18) % of Students	County (2018-19) % of Students
All	48.18	49.00
Status		
Economically Disadvantaged	34.20	34.46
English Learners	68.32	41.18
Foster Care	21.41	29.65
Homeless	32.16	34.01
Military Connected	50.00	100.00
Students with Disabilities	14.87	14.92
Race		
American Indian or Alaska Native	42.86	33.33
Asian	84.62	83.02
Black or African American	25.68	23.72
Hispanic or Latino Native	38.46	45.78
Multi-Racial	38.24	39.90
Native Hawaiian or Other Pacific Islander	0.00	0.00
White	50.39	51.38
Gender		
Female	53.54	55.42
Male	43.30	43.05

Mathematics Proficiency

Student Groups	County (2017-18) % of Students	County (2018-19) % of Students
All	37.56	39.22
Status		
Economically Disadvantaged	24.05	25.56
English Learners	60.40	38.24
Foster Care	13.38	22.24
Homeless	17.54	25.85
Military Connected	50.00	100.00
Students with Disabilities	12.38	11.95
Race		
American Indian or Alaska Native	28.57	55.56
Asian	82.69	79.25
Black or African American	17.76	16.98
Hispanic or Latino Native	29.67	24.10
Multi-Racial	31.02	33.59
Native Hawaiian or Other Pacific Islander	0.00	0.00
White	39.19	41.17
Gender		
Female	36.62	39.00
Male	38.40	39.42

K-8th Grade iReady Diagnostic Data

ELA: 20-21 SY data shows 26% of population is two or more grade levels behind, representing an increase from 13% of students during the 18-19 SY

Mathematics: 20-21 SY data shows 24% of population is two or more grade levels behind, representing an increase from 13% of students during the 18-19 SY

iReady Math Data
2018-2019 *compared to* 2020-2021

Category	2018-2019	2020-2021
GRADE LEVEL OR ABOVE	41%	24%
GRADE LEVEL	19%	19%
1 GRADE LEVEL BELOW	31%	33%
2 GRADE LEVELS BELOW	6%	10%
3+ GRADE LEVELS BELOW	3%	14%

iReady Reading Data
2018-2019 *compared to* 2020-2021

Category	2018-2019	2020-2021
GRADE LEVEL OR ABOVE	38%	30%
GRADE LEVEL	21%	18%
1 GRADE LEVEL BELOW	28%	26%
2 GRADE LEVELS BELOW	8%	10%
3+ GRADE LEVELS BELOW	5%	16%

WV School District Scorecard: Current Scorecard Concerns

Elementary Subgroup

- **English Language Learners (ELL) academic performance not adequate in all four domains (reading, listening, writing, and speaking)**
- **Low SES attendance**
- **Low homeless attendance**

Middle Subgroup

- **Attendance for low SES and students with disabilities**

High School Subgroup

- **4/5 Year Graduation Rate for Black Students**
  - **4 year = 79% (90%)**
  - **5 Year = 70% (86%)**
- **4/5 Year Graduation Rates for Students with Disabilities**
  - **4 year = 73% (80%)**
  - **5 year = 66% (70%)**

## Staff Needs (recruitment, professional learning, social/emotional)

- Continued investment in professional learning to improve staff capacities in job performance content areas, technology and social/emotional areas
- Additional investments in technology and training
- Support in trauma and mental health
- Recruitment and retention of highly qualified staff, through innovative means (i.e., teacher in residency, employee attendance incentives and tuition reimbursement)
- Service personnel training to enhance job skills and performance
- Training for all employees on civility, diversity, and inclusion
- Comprehensive training for new employees including safety, civility, diversity and inclusion

Health and Safety Needs

- PPE including masks available for all students and staff
- Readily available sanitizer
- Signage posted throughout buildings (distance apart, healthy practices, symptoms)
- Disinfectant cleaners
- Nurses and counselors in each school
- Designated isolation rooms and rental mobile units for schools without space
- Certified pediatrician and internist contracted as Chief Medical Officer
- Addition of COVID-19 Pandemic Response Supervisor
- Cell phones needed for counselors and social workers to maintain contact with students and families

Infrastructure Needs

- Improve air quality through HVAC upgrades at several buildings
- Installation of water bottle filling stations district wide
- Expand number of bus fleet with Wi-Fi access
- School bus transportation communications app for parents
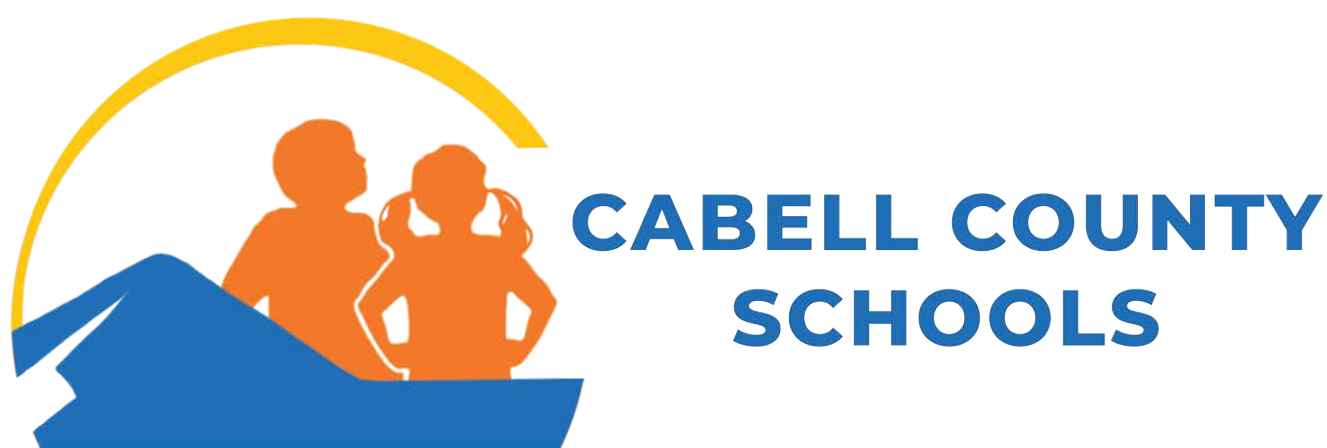
Root Cause Analysis

Pandemic related issues posed many barriers to student learning

- Consistent face-to-face instruction lacking

    Response: reliable blended schedule, home visits, phone calls, technology help desk, expectations for blended and virtual instruction, five-day, in person instruction for at-risk population, Cabell's Connected Classroom (one stop online source for parent and student information)

- Poor Internet/no Internet access in students' homes

    Response: all schools established WiFi access in parking lots, school buses with WiFi access placed throughout county, personal WiFi hotspots distributed to juniors and seniors

- Immunocompromised families left with limited options besides virtual learning

    Response: teachers provided remote instruction in special circumstances

- Virtual school classes with limited face-to-face opportunities proved challenging for some students

    Response: student success with Cabell County teachers providing face-to-face online instruction during remote or virtual instruction days

- Limited student access to breakfast or lunch when traditional school not in session.

  Response: school district provided free meals available to all students

- Course failure by students including high school seniors at-risk for not graduating

  Response: evening school, additional recovery programs, extended summer school programming, summer graduation ceremony

- Lack of staff applying for open positions due to pandemic driven concerns

  Response: Consolidation of programming based upon staffing, pay raise, added flexibility for shared positions

Cabell County's Plan
Strategic Plan Goal: Achievement and Growth

Overall achievement results will raise from 49% proficient to 55.59% proficient in English Language Arts and math scores will raise from 39.22% proficient to 42.97% proficient on the state summative assessment.

ARP ESSERF will be utilized for:
- Support of Communities in Schools Site Coordinators at select schools
- Expansion of CTE opportunities
  - CTE programming in middle schools
  - More opportunities for at-risk students to participate in CTE programming
    - Additional CTE options at Crossroads Academy that allow for students to graduate through the Options Pathway 1
    - All Crossroads students provided access to Credit Recovery Option 2
- School leadership teams to develop and monitor school strategic plans
- Approximately 130 additional positions including but not limited to interventionists, teachers, nurses, attendance staff, and service personnel
- Online programs to improve student reading, writing and math proficiencies so that students can build skills regardless of their learning location
- Digital resources to improve college and career readiness
- Robust after-school tutoring in all of the district's 26 schools, focusing on recovery and skill development
- Innovative and engaging summer school programming offered throughout the district
  - Locations to be determined by enrollment and staffing availability
  - Programming for learning recovery and acceleration, skill development and social emotional enrichment
- Funding for field trips to support engaging activities throughout the school year
- Support and Technology Training Specialists (STTS) for middle schools and the Cabell County Career Technology Center
- Upgrades to Apple iPad technology
- Improvements to school technology and updates to broadband connectivity districtwide
- A comprehensive virtual learning program for K-8 students, utilizing Cabell County teachers for all core subject instruction
- Continuation of the Community Eligibility Provision (CEP) and year-long Universal Free Meal Program ensuring all Cabell County children have access to breakfast and lunch, regardless of socioeconomic status
- Additional second-chance recovery programs for students who have fallen behind

Monitoring for Progress

- Pre-testing and post-testing for summer programs
- Ongoing diagnostics for K-8
- Khan Academy monitors progress to SAT
- Principal classroom observations
- Principal and Supervisor Evaluation Reliability Training (Inter-Rater Reliability)
- Analysis of multiple data points throughout the year (i.e., attendance, tardiness, behaviors, academics)
- Instructional Practice Inventory (IPI)

Strategic Plan Goal 2: Hiring and Retaining Highly Effective Employees

Through established high expectations, Cabell County Schools will follow policy-driven hiring practices, provide high-quality professional development to promote professional growth, and will complete accurate employee evaluations/observations to support and retain highly effective employees.

ARP ESSERF will be utilized to:
- Continue investment in professional learning to improve staff capacities in job performance areas, technology use and social/emotional support
- Plan to recruit highly qualified and effective personnel through outreach to a broad range of applicants
- Service personnel training to enhance job skills and performance
- Develop and implement training for all employees on civility, diversity, and inclusion
- Develop and implement a comprehensive onboarding plan for new employees that includes safety, civility, diversity and inclusion
- Fund employee attendance incentive program to reward employees with faithful attendance
- Approximately 130 additional positions including but not limited to interventionists, teachers, nurses, attendance staff, and service personnel

Monitoring for Progress

- Surveys results prior to and following professional development
- Culture and Leadership Survey results
- Biannual Superintendent's Stakeholder Survey results
- Increase in the percentage of highly qualified staff hired and retained
- Improved employee attendance

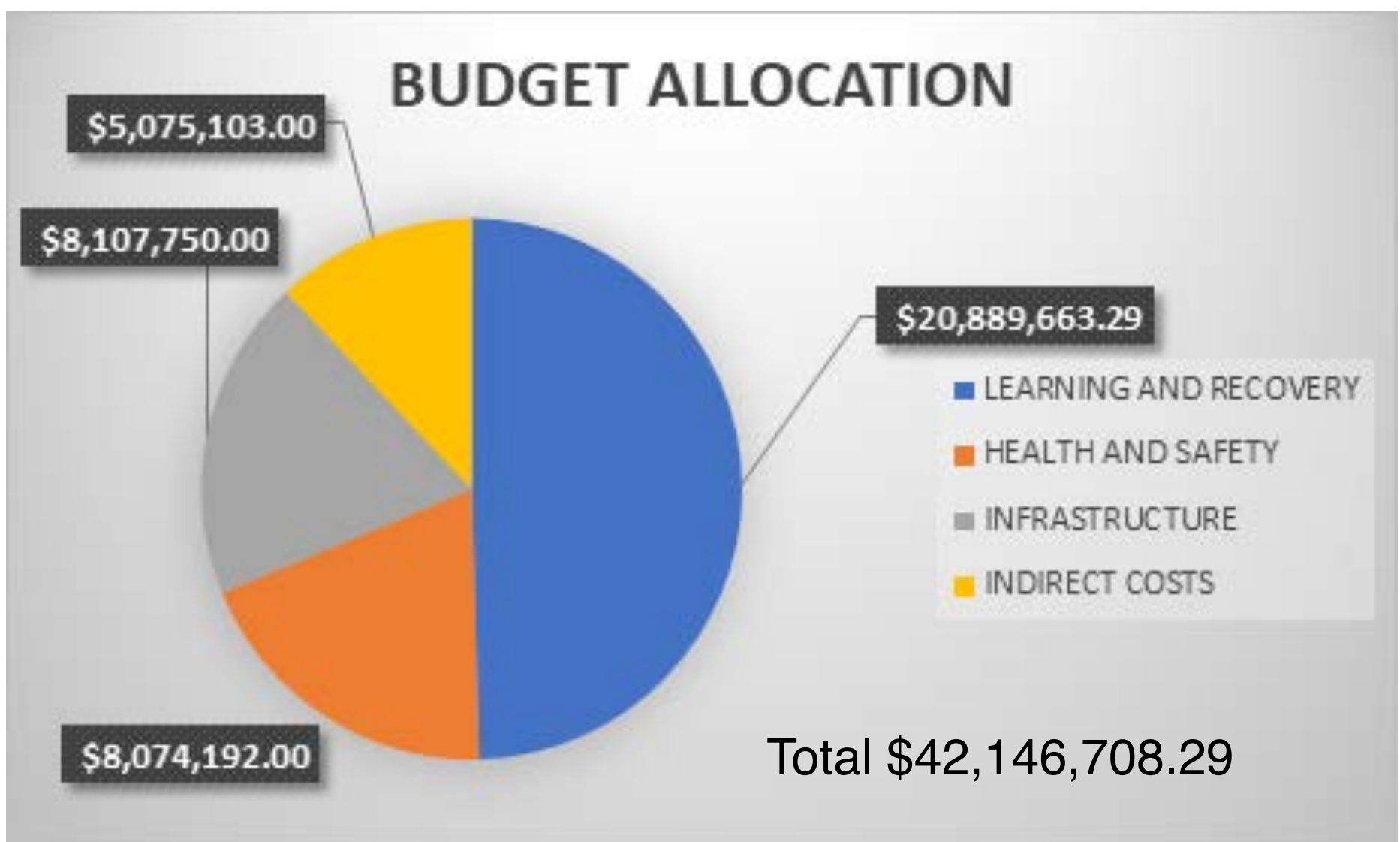## Strategic Plan Goal 3: Integrating Family and Community Engagement

By engaging family and community members, Cabell County Schools will provide a comprehensive system that integrates wraparound services to improve students supports.

ARP ESSERF will be utilized to:
- Hire Family and Community Engagement Facilitator
- Develop courses and workshops that support family and community engagement initiatives
- Manage webpage and social media to promote county initiatives
- Implement parent training to support the educational process
- Implement new rapid notification system and mobile app which includes notification choices
- Establish "Parent Academy" on district website to assist parents with commonly asked questions in order to promote student success

Monitoring for Progress

- Culture and Leadership Survey results
- Biannual Superintendent's Stakeholder Survey results
- Parent workshop evaluations
- Website and social media usage reports

BUDGET ALLOCATION

$5,075,103.00

$8,107,750.00

$20,889,663.29

- LEARNING AND RECOVERY
- HEALTH AND SAFETY
- INFRASTRUCTURE
- INDIRECT COSTS

$8,074,192.00

Total $42,146,708.29

Sustainability Beyond 2024

- Cabell County Strategic Plan built with focus on students, families and continuous improvement
- Apple iPad technology approved and in place prior to 2020
- Employment of a Marketing and Development Assistant to seek grants and other funding streams for key initiatives
- Utilize existing support structures, such as social workers, counselors, and nurses to continue providing essential services to students
- Utilize existing instructional practices to continue to evaluate student learning needs and to modify strategic plan as needed

ARP ESSERF Budget Proposal

Required Set-Asides

Addressing Learning Loss $9,733, 652

Summer Enrichment $362, 308

After-School Programs $362, 308

ARP ESSERF Discretionary Funds $31,688,440

To support programs and initiatives such as Elementary and Secondary Education Act, Individuals with Disabilities Act, Adult Education and Family Literacy Act, Carl Perkins programs, public health protocols, coordination with health department, training on sanitization, sanitization and cleaning supplies, repair/improve facilities, improving indoor air quality, addressing needs of subgroups, improving COVID preparedness, supporting online learning, purchasing technology, supporting social/emotional health, supporting other activities necessary to maintain operations and continuity of services

Total District Grant Allocation $42,146,708

For more information:
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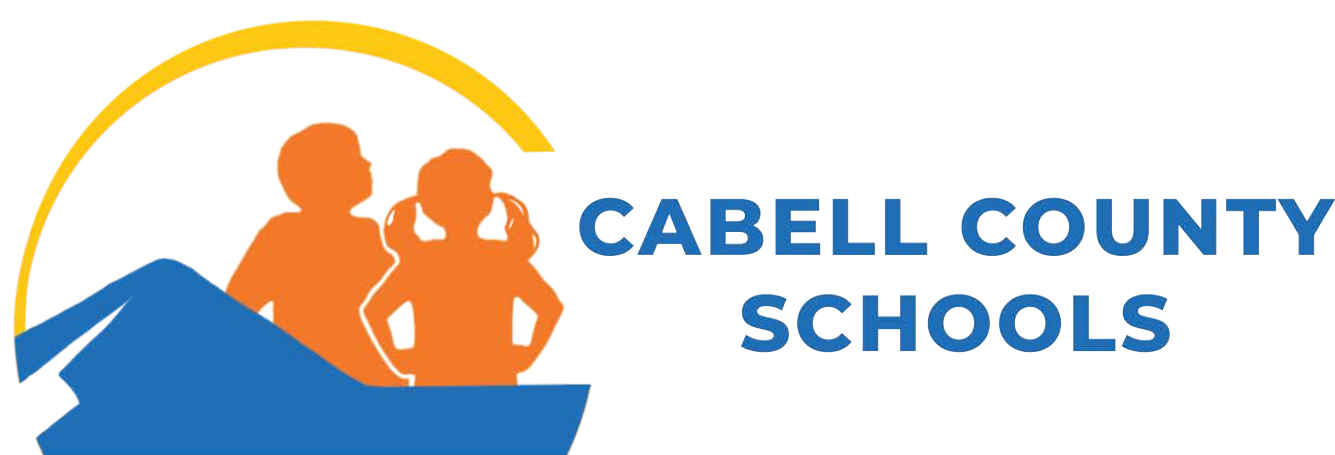
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