

**American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund
(ARP ESSER)
LEA Plan for Use of ARP ESSER Funds, ARP Section 2001(e)**

District Information

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| District Name | Mena |
| District LEA# | 5703 |
| City | Mena |
| Superintendent Name | Dr. Lee Smith |
| URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website | https://www.menaschools.org |
| Date posted | |

Directions: The LEA Plan for Use of ARP ESSER Funds requires planning the full allocation. The template below will assist in the development of the district plan. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to provide the practice and evidence that will be utilized by the district. The plan may be revised by notifying the DESE and uploading the revised plans in Indistar and on the district website (please include the revision date on all documents).

- 1. Creating Safe and Healthy Learning Environments:** Determine if ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening school, in order to continuously and safely open and operate schools for in-person learning. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

| Program Code | Practice | Description | Projected Amount |
|------------------------------|---------------------|--|------------------|
| 186, 187, 188, 189, 190, 192 | Systemic Procedures | MPSD will provide COVID leave, snacks for mental health and immune support, supplies for sanitation, supplies for engagement and | \$200,000 |

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| | | <p>enhancement of learning and providing resources for connectivity.</p> <p>Digital workflow to maximize diminished resources due to COVID. Increase paperless workflow for spread of germs and ease of resource allocation for work from home as needed.</p> <p>MPSD will provide a community newsletter through blue creative and gather stakeholder data using ThoughtExchange as a primary resource.</p> <p>Actions or systems implemented to prevent, prepare for, and respond to COVID-19.</p> <p>Meeting the nutritional needs of underserved students.</p> <p>Supporting student mental health needs.</p> <p>Locating absent students and reengaging disconnected youth.</p> <p>Providing safe and inclusive learning environments.</p> <p>Providing healthy learning environments.</p> | |
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| 196, 197 | Facilities | Outdoor classrooms will be added at each building to increase healthy learning environments, improve student engagement and extend student learning. | \$1,755,321.10 |
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| | | <p>Remove flooring in all buildings and refinish the concrete to enhance the sanitary conditions of the buildings following COVID.</p> <p>MPSD will provide mop machines for sanitation, HVAC Unit improvements where needed.</p> <p>School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.</p> | |
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| 198 | Transportation | <p>Mena Public Schools will use ARP funds to pay tutoring bus routes at a rate of \$45 per route. This is \$10 above regular sub pay because the time of day and the lack of drivers for regular routes has made it difficult to find drivers who will spend additional hours in the evenings to do this. The added pay is an incentive to secure drivers and support the district's efforts to close the learning gap.</p> <p>There will be 4 routes that will run 2 days per week. That will be \$360 per week for tutoring transportation. We will also charge fuel costs out of ARP. Reevaluation per semester.</p> <p>Transportation costs to reduce the spread of COVID-19.</p> | \$0 |
| Total: | | | \$1,955,321.10 |

2. **Addressing Lost Instructional Time or Loss of Learning:** Describe how the LEA will use the funds it reserves under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instructional time through the implementation of **evidence-based interventions**. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions include the personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other [evidence based practices](#) may be utilized if the intervention meets one of the four tiers of evidence. Evidence based practices resources may be found on page 7 of [Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes](#). Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

(Please see final allocation table)

ARP ESSER total allocation_ \$ 5,450,814.84 minimum 20% set-aside_ \$1,090,162.97

| Program Code | Evidence-based interventions | Description | Projected Amount |
|--------------|---|--|------------------|
| 170 | Accelerating learning through instructional approaches. | <p>MPSD provides RTI Interventionists and Paraprofessionals at each building, K-5 reading curriculum Benchmark Workshop to meet RISE recommendation and improve shortfalls of current options.</p> <p>In-school acceleration: Licensed educators provide needed support for students within the context of grade-level work and within the classroom; using high-quality assessments, and instruction on essential learning (effect size .60-.88, Tier 3). -High Quality Instructional Materials</p> | \$1,057,000 |
| 170 | Accelerating learning through instructional approaches. | <p>MPSD offers tutoring services before and after school, evenings, and weekends to meet all student needs.</p> <p>High Dosage Tutoring programs: High-dosage tutoring provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students (effect size 1.29, Tier 3).</p> | \$85,000 |
| 170 | Accelerating learning | Out-of-school time programs (afterschool | \$20,000 |

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| | through instructional approaches. | and extended instructional time): Educators target students needing additional support before, and after the regular school day, as well as on weekends and during school breaks programs, to deliver academic instruction (effect size .40-.60, Tier 3). | |
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| 170 | Accelerating learning through instructional approaches. | <p>MPSD offers direct learning services through summer school and course recovery; community service learning is provided to secondary students and ACT Bootcamp is provided to high school juniors.</p> <p>Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences (effect size .53-.58, Tier 3).</p> | \$50,000 |
| 170 | Supporting equitable access and effective use of technology | Educational technology: Engage family in digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3). | \$7500 |
| 170 | Using data about students' opportunity to learning to help target resources and support | Utilize data to understand where and how resources should be allocated to address student access to opportunity to learn (OTL) indicators (effect size .75-1.29, Tier 3). | \$50,000 |
| 170 | Addressing resource inequities | <p>MPSD will extend advanced opportunities for learning through PreAP courses and AP courses to ensure all students have access to enriched learning opportunities.</p> <p>Ensure students have equitable access to a well-rounded education. (based on sub-group data) (effect size 1.29, Tier 3)</p> <ul style="list-style-type: none"> -Advanced Coursework opportunities -Inclusive Practices Early childhood expansion or enhancement -Well-prepared educators - | \$50,000 |
| 170 | Addressing resource inequities | <p>MPSD will provide additional speech, behavioral and mental health therapists</p> <p>Provide wrap around services for students (effect size .44-.77, Tier 3)</p> <ul style="list-style-type: none"> -full service community schools | \$50,000 |
| 170 | Addressing resource inequities | <p>Evidence-based practices that maximize students' social, emotional, and academic benefits.</p> <ul style="list-style-type: none"> -Professional Learning Communities (Tier 2) | \$25,000 |
| | Total: | | \$1,394,500 |

2.A. Process for Monitoring Implementation: Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instruction time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Description:

Mena School District will ensure that all interventions implemented, including but not limited to the interventions implemented under Section 2001 (e)(1) of the ARP Act to address the academic impact of lost instruction time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Monitoring the implementation of processes designed to address the academic impact of lost instruction time will include stakeholder communication through avenues such as surveys and open discussion forums, review of student progress academically and socially-emotionally using feedback from parents, teachers, counselors, interventionists, and students. Students disproportionately impacted by COVID-19 will be engaged purposefully in activities and opportunities allowing them to participate and work to remove barriers that may exist. Building teams will review processes periodically and consistently to ensure effective progress is occurring or processes are adjusted when progress is minimal or not in place. Each building will utilize RTI interventionists and systems put in place for RTI to monitor and respond to student needs. Tier 2 and 3 interventions will be in place in all buildings with evaluative feedback provided by classroom teachers through daily observation, formative assessments, and summative assessments. Extended programs will be monitored for effectiveness using attendance information, growth and progress information, and student engagement observation. Cognos, Casey, and Smart Data will be utilized to evaluate student progress and overall program success.

2.B. Process for Evaluating Implementation: Please describe how the LEA will evaluate the effectiveness of these interventions.

Evaluation:

Academic assessment will include formative assessment and documentation in the classroom and through summative assessment regularly. Social emotional and mental health evaluation will be assessed with counselor and interventionist observations, classroom teacher feedback, parent and student correspondence as well as assessment of data gathered through documentation and surveys such as facility percentages and ACE or trauma informed practices. Overall evaluation tools such as Bullseye and EdReflect will also be used to assess effective practices.

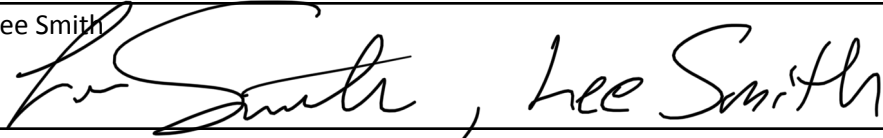
Further data collection will include:

1. Monitoring of district numbers for COVID through the POC.
2. Student achievement data with NWEA, STAR, and ExactPath as well as classroom assessments and observation
3. Staff and student attendance
4. Personnel professional growth development through planning, goal setting, and credit hours.
5. Retention of staff through active engagement and opportunities provided by the district
6. Review and analysis of data for attendance, academics, and behavior through Cognos, Casey, and SmartData.

3. **Supporting Educator and Staff Stability and Well-Being:** Determine if ARP funds will be used to support educator and staff stability and well-being consistent with Section 2001 (e) (2) of the ARP Act. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

| Program Code | Practice | Description | Projected Amount |
|--------------|-----------------------|---|-----------------------|
| 185 | Technology | Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards. | \$45,000 |
| 160, 180 | Additional pay | COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce. | \$1,604,084.02 |
| 191 | Maintenance of Equity | Continue operations without disruption including employment, programs and addressing budget shortfalls. | \$320,000 |
| | Indirect Cost | | \$131,909.72 |
| | Total: | | \$2,100,993.74 |

Total: \$5,450,814,84

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| Dr. Lee Smith  | |
| SUPERINTENDENT NAME (printed) and SIGNATURE | DATE 8-17-22 |