REVISED Attachment 2

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

District Name	Greenwood School District
District LEA#	6602
City	Greenwood
Superintendent Name	John Ciesla
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	http://greenwoodk12.com
Date posted	05/17/2022

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	Actions or systems implemented to prevent, prepare for, and respond to COVID-19.	$931,150

		Meeting the nutritional needs of underserved students. Supporting student mental health needs. Locating absent students and reengaging disconnected youth. Providing safe and inclusive learning environments. Providing healthy learning environments.	
196, 197	Facilities	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.	$650,000
198	Transportation	Transportation costs to reduce the spread of COVID-19.	

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 __$4,179,292.65_minimum 20% set-aside_$835,858.53____

Program Code	Evidence-based interventions	Description	Projected Amount
170	Accelerating learning through instructional approaches.	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	$250,000
170	Accelerating learning through instructional approaches.	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).	
170	Accelerating learning through instructional approaches.	Out-of-school time programs (afterschool 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).	$104,691.58
170	Accelerating learning through instructional approaches.	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).	$95,000
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).	$176,166.95
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).	
170	Addressing resource inequities	Ensure students have equitable access to a well-rounded education. (based on sub-group data) (effect size 1.29, Tier 3)	$170,000

		-Advanced Coursework opportunities -Inclusive Practices -Well-prepared educators -Early childhood expansion or enhancement	
170	Addressing resource inequities	Provide wrap around services for students (effect size .44-.77, Tier 3) -full service community schools	
170	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. -Professional Learning Communities (Tier 2)	$40,000

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:

The Greenwood School District will ensure that all students have access to any school district education programs for which they are academically eligible. This includes any interventions implemented to address the academic loss of instruction time. The LEA will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students impacted by the COVID-19 pandemic by conducting a District-wide Needs Assessment, Pre and Post Intervention Assessments, Stakeholder Surveys with Feedback, etc. The following policy is our Greenwood School District policy pertaining to equal educational opportunity for all students.

4.9—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Greenwood School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District.

A Greenwood School District team made up of administrators, counselors, special education and/or ELL teachers, interventionists, and curriculum coordinators will use weekly progress monitoring to determine the success of the interventions being implemented with students in the district. All students affected by the COVID-19 pandemic will be individually placed in an intervention program based on their specific needs. We believe that this method of monitoring will be highly effective for both accountability and academic achievement.

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

Evaluation:

The Greenwood School District will monitor and evaluate the effectiveness of the Interventions implemented and the fidelity of implementation by closely monitoring the interventions programs itself, students in the program, conducting surveys of parents and students, and using our local educational team of administrators, counselors, specialized content area teachers, special education personnel, facilitators, interventionists, and curriculum coordinators to continually evaluate the successfulness of our intervention programs for students as a whole. To assist our local educational team with this evaluation, our team will analyze student and parent surveys, student attendance data, ACT Aspire student data, ACT student data, local formative and summative assessment data, and student grades in order to evaluate the effectiveness and fidelity of the intervention programs. The data used in these educational team meetings will help us target areas of needed improvement and to address any issues that need to be changed in order to increase student achievement in the intervention programs. For individual students and their individual success, our educational team at the Greenwood School District has full access to the students' gradebook, assessment, and intervention information to monitor the academic progress of all students and will be weekly monitoring all students and their academic progress. All issues that arise from weekly monitoring will be addressed by our educational team directly with the student and also include their interventionist and/or teacher in the process. In the event that our attempt at improving student engagement by communicating with the student and teacher is unsuccessful, we will next involve parents/guardians in the communication. During these conversations, we will offer additional support for the student including additional intervention time with their teacher for tutoring or possible RTI through our RTI procedure with the goal of increasing student engagement and success.

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.	$698,117.81
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	$620,400
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	$443,766.31

John Ciesla	05/17/2022
SUPERINTENDENT NAME (printed) and SIGNATURE	**DATE**