

**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	Texarkana Arkansas School District
District LEA#	460500
City	Texarkana
Superintendent Name	Dr. Becky Kesler
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	<a href="https://www.tasd7.net/page/state-required-information">https://www.tasd7.net/page/state-required-information</a> ESSER ARP
Date posted	3/13/2023

**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 schools, 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. Meeting the nutritional needs of underserved students.	<u>PPE Needs</u> <b>\$50,000.00</b>

		<p>Supporting student mental health needs.  Locating absent students and reengaging disconnected youth.  Providing safe and inclusive learning environments.  Providing healthy learning environments.</p> <ul style="list-style-type: none"> <li>• Personal Protective Equipment for the safety of students such as but not limited to: sneeze guards, hand sanitizer, disinfectant wipes, disinfectant spray</li> <li>• Contact Tracing, and social distancing monitors</li> <li>• Mental Health resources to address the needs of students <ul style="list-style-type: none"> <li>◦ Ripple Effects Counseling Program</li> </ul> </li> </ul>	<p><b><u>Mental Health Resources</u></b>  <b><u>\$40,000.00</u></b></p>
196, 197	Facilities	<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> <ul style="list-style-type: none"> <li>• Renovations to improve air quality and ventilation such as but not limited to the following: window, door, flooring, bathroom, approved roofing repairs, and HVAC repairs based on building assessments</li> <li>• Expansion to increase square footage</li> </ul>	<p><b><u>\$8,500,000 (which includes the following projects:</u></b></p> <p>North Heights Community School-HVAC  \$4,812,935</p> <p>Arkansas High Band Hall Expansion  \$1,851,786</p> <p>Arkansas High Restrooms \$724,515</p>

198	Transportation	Transportation costs to reduce the spread of COVID-19.	
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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 includes 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 \$19,016,986.95 minimum 20% set-aside \$3,803,397.39

Program Code	Evidence-based interventions	Description	Projected Amount
170	Accelerating learning through instructional approaches.	<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> <ul style="list-style-type: none"> <li>• Smart Labs to improve and support math and science academics</li> <li>• Wonders reading program</li> <li>• Purchase of researched/highly vetted new improved curriculum</li> <li>• Training and supplies for special education teachers and dyslexia teachers</li> </ul>	<p>Updated Curriculum &amp; Supplies: <b><u>\$5,097,013.00</u></b> Budget to address Learning Loss (170) including, but not limited to the following purchases, resources &amp; services:</p> <p><u>Smart Labs</u> Fairview Elementary, Harmony Leadership Academy &amp; North Heights Community School \$724,518</p> <p><u>Smart Lab</u> Arkansas High</p>

		<ul style="list-style-type: none"> <li>Manipulatives and instructional supplies to address learning loss of students</li> </ul>	<p>\$243,638</p> <p><u>Smart Lab</u> Kilpatrick Elementary \$253,786</p> <p><u>Smart Lab</u> Arkansas Middle School \$262,761</p> <p><u>Wonders Reading</u> \$11,108.38</p> <p>Amplify K-2 Core <u>Reading Program</u> \$278,099.04</p> <p><u>Curriculum</u> Heggery(Reading) Curriculum \$1,140.47</p> <p>Pearson Math Instructional Materials Adoption (Blitzer) \$24,564.36</p> <p>SAVVAS Elevate Science Adoption \$488,170.28</p> <p>McGraw-Hill Reveal Math Adoption \$614,930.86 \$30,499.32</p> <p>McGraw-Hill Inspire Physical Science Adoption \$41,520.59 \$4,259.95</p> <p>McGraw-Hill Reveal Math/Physical Science PD &amp; Training for New</p>
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			<b>Materials</b> <b>\$35,000</b>  <b>Health Science Textbooks</b> <b>\$29,327.38</b>  <b>Modern History Textbooks/Digital Access</b> <b>\$13,377.33</b>  <b>Business Communications Textbooks</b> <b>\$13,332</b>  <b>Sports Medicine Textbooks</b> <b>\$4,100.25</b>  <b><u>Future Curriculum Resources</u></b> <b>\$1,400,848.21</b>
	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 (after school 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).	<b>\$184,041.58 (21-22)</b>
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).	<b>\$220,000</b> <b><i>Summer 2023</i></b>
170	Supporting equitable	Educational technology: Engage family in	

	access and effective use of technology	digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3).	
170	Using data about students' opportunity to learn 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) -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  <ul style="list-style-type: none"> <li>Partnerships with educational vendors that provide academic coaching to help students graduate and prepare them for post-graduate studies such as but not limited to: Graduation Alliance</li> </ul>	\$179,550
170	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. -Professional Learning Communities (Tier 2)	
182	Addressing special populations		<b>\$117,108.38</b>

**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 district will monitor and adjust all the programs and interventions listed monthly to determine the next best practices to meet the needs of all students. The district will use a board-approved program evaluation model to monitor program effectiveness

using input from campus leadership and teachers. Schools will use the Professional Learning Community model (Solution Tree) to meet weekly with staff to review data and determine next best steps for students. Input from parents, staff, and students will be gathered using High-Reliability Schools models for gathering feedback.

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

Evaluation:

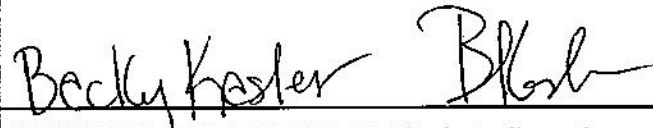
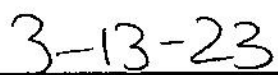
Evaluation:

Programs and interventions will be evaluated using the TASD curriculum and instruction evaluation tools and forms that have been approved by the board

**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. <ul style="list-style-type: none"> <li>Laptops for students and teachers</li> <li>Chromebooks for students</li> <li>MacBooks</li> </ul>	<b><u>\$729,973.95</u></b>
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce. <ul style="list-style-type: none"> <li>Recruitment and retention for bus drivers</li> <li>Recruitment and retention for certified and classified employees</li> </ul>	<b><u>\$4,359,000.52</u></b>  <b>Recruitment &amp; Retention Incentive: Certified and Classified Staff received the</b>

		<ul style="list-style-type: none"> <li>• Vaccination incentive for employees</li> <li>• Vaccination incentive for students</li> <li>• Recruitment and retention for substitute teachers</li> </ul>	<b>incentive September 15, 2022.</b>  \$5,000 (for each licensed employee)  \$2,500 (for each classified employee)  \$1,250 (for each part-time classified employee)
191	Maintenance of Equity	Continue operations without disruption including employment, programs, and addressing budget shortfalls.  <ul style="list-style-type: none"> <li>• COVID-19 leave for staff</li> </ul>	<b><u>\$123,891.10</u></b>

	
<b>SUPERINTENDENT NAME (printed) and SIGNATURE</b>	<b>DATE</b>