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

Dierks School District					
District LEA#	LEA: 3102000				
City	Dierks				
Superintendent	Jody Cowart				
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	https://www.dierksschools.org/documents/ready-for-learning-plan/154306				
Date Revised	5/17/2022				

<p style="text-align:center; color:red;">**ARP ESSER total allocation $845,156.61 minimum 20% set-aside $169,031.32**</p>

1. Creating Safe and Healthy Learning Environments: Determined 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	Notes
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. *Supporting student mental health needs. *Locating absent students and reengaging disconnected youth. *Providing safe and inclusive learning environments. *Providing healthy learning environments.	$ 100,000.00	
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.	$ 209,330.20	*Facilities have approved improvements to the districts HVAC.*

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 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.

Program Code	Evidence-based interventions	Description	Projected Amount	Notes
170, 180, 184	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.		
170, 180, 182, 184	Accelerating learning through instructional approaches.	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).	$ 119,826.41	
170, 180, 182, 184	Accelerating learning through instructional approaches.	Out-of-school time programs: Educators target students needing additional support before, and after the regular school day, as well as weekends and during school breaks programs, to deliver academic instruction (effect size .40-.60, Tier 3)		
170, 180, 184	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)		
170, 180	Supporting equitable access and effective use of technology	Engage family in digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3).	$ 20,000.00	
180, 181, 182	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 .75-1.25, Tier 3).		
170, 180, 182, 183, 184, 185	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		
180, 182	Addressing resource inequities	Provide wrap around services for students (effect size .44, .77, Tier 3)	$ 97,000.00	
170, 180, 182, 183, 184, 185	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. Professional Learning Communities (Tier 2)	$ 30,000.00	

2A. 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 € (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 particular those students disproportionately impacted by the COVID-19 pandemic, including students form low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our district provided summer school for students K-11, to close the gap of loss of instruction due to learning loss with the COVID-19 impact. Dyers School District will respond to academic, social, emotional, and mental health needs of all students, and particularly students who were disproportionately impacted by the COVID-19 pandemic. This includes low-income families, students of color, English learners, children with disabilities, students experiencing homelessness children in foster care, and migratory students.

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

Evaluation: The process for evaluating our implementation will consist of walkthroughs, PLC meetings, formative assessments, summative assessments, disproportionality data, credits, attendance, pass rate, graduation rate, I station, ACT Aspire, Advance Placement, (AP) exams, surveys and wellness/social/emotional data.

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 € (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	Notes
185	Technology	Technology that supports learning learning and enables students to learn anywhere and for teachers to teach essential standards.		
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	$ 249,000.00	
190	Maintenance of Equity	Continue operations without disruption including emplyment, programs and addressing budget shortfalls	$ 40,000.00	
		TOTAL BUDGETED	$ 845,156.61	

Jody Cowart, Superintendent   5/17/2022