

**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	El Dorado School District
District LEA#	7001
City	El Dorado
Superintendent	Jim Tucker
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	www.eldoradopublicschools.org
Date posted	June 1, 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.	200,000

		<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>	
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.	3,313,000

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_\$ _10,686,581.09__ minimum 20% set-aside_\$ _2,137,316.22__

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> <p>Purchase decodable and continuous texts for K-4 classrooms libraries, as well as incentives to increase participation that can be used to increase family and student engagement in the following programs:</p> <ul style="list-style-type: none"> • Arkansas Reads One Book • Reading is Fundamental • Monthly breakfast book clubs • Make Your Mark in Arkansas <p>Provide accelerated academies for 3rd and 4th grade students</p> <ul style="list-style-type: none"> • School day is 7:30-4:30 daily • Provide salary, benefits, and stipend for 2 teachers and 2 paraprofessionals • Provide snacks to students due to longer school day • Purchase materials for classroom library for accelerated academy students <p>Utilize evidence-based practices that maximize students' social, emotional, and academic benefits.</p> <ul style="list-style-type: none"> • Purchase approved Science of Reading curriculum materials for K-4 Literacy (Benchmark Reading, Writing and Grammar Workshops) • Purchase approved Science of Reading curriculum materials 3-4 (Benchmark Word Study) <p>Provide additional approved Tier 2 and Tier 3 literacy intervention programs based on the Science of Reading (Take Flight) that support identified students based on a variety of assessment data:</p>	500,000.00

		<ul style="list-style-type: none"> • Purchase professional development services for two years for 10 teachers (at least one from each school) • Purchase professional development materials for 10 teachers • Pay testing fees for 10 teachers to become Certified Academic Language Therapists • Provide stipends for participating teachers who are going through Take Flight training who are directly working with students <p>Provide IMSE Training which is aligned with the science of reading and Orton Gillingham for new teachers to support the implementation of the K-2 Phonics Essential Reading Foundation Program</p> <ul style="list-style-type: none"> • Pay registration fees for 10 teachers • Provide compensation for teachers (30 hours at \$25/hour) to attend training <p>Provide additional state mandated training for all Soday Teachers to ensure that intervention program is fully aligned with the science of reading</p> <ul style="list-style-type: none"> • Pay registration fees for 20 Soday teachers <p>Purchase materials to help teachers identify essential standards and unwrap learning targets related to the Common Core Standards in literacy and mathematics for 5-12 grades</p> <ul style="list-style-type: none"> • These materials will be utilized during the designated collaborative time for professional learning communities. <p>Purchase resources and provide training to teachers that support the guaranteed, viable math curriculum as identified through essential standards and learning targets</p> <ul style="list-style-type: none"> • Mid School Math for 5th-6th grade students 	
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		<ul style="list-style-type: none"> Envision Algebra I, Geometry, and Algebra II for 9th-12th grade students <p>Hire certified teachers and highly qualified paraprofessionals to provide intervention services to promote continuous learning for K-4 students (including paid conference periods for target skills-based tutoring)</p> <ul style="list-style-type: none"> Purchase furniture for intervention space 	
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).	500,000.00
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).	250,000.00
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).	400,000.00
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).	50,000.00
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).	100,000.00
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	200,000.00

170	Addressing resource inequities	Provide wrap around services for students (effect size .44-.77, Tier 3) -full service community schools	20,000.00
170	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits.	500,000.00

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:

Through its commitment to Professional Learning Communities, the LEA will ensure that all students, including high-risk and high-need students, will have the opportunity to receive, and have access to, all provided interventions. The LEA will utilize school and district data sources and personnel to identify and communicate with families to ensure full understanding of services.

The LEA will ensure that the interventions implemented will respond to the needs of all students by utilizing progress monitoring to routinely and regularly assess student progress including common formative assessments and unit tests. Data will be reviewed collaboratively by certified teachers and staff through dedicated time to professional learning communities. This data will measure effectiveness of Tier 1 instruction which includes a guaranteed, viable curriculum. Based on individual student data, point in time, targeted interventions (Tier 2), using high quality instructional practices in a variety of settings, will ensure students receive extending learning opportunities.

For those students who will need additional directed services, an intensive support (Tier 3) plan of instruction will be provided for students to reach mastery of essential learning. LEA administrators will conduct weekly walk-throughs to ensure appropriate instructional practices and interventions are in place and will frequently meet with collaborative teams to focus on student data, pacing, and mastery of essential learning.

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

Evaluation:

The LEA will evaluate the effectiveness of the interventions by a variety of methods. Data collection tools such as surveys, interviews, common formative assessments, interim assessments, informal assessments, and summative assessments will provide needed data to professional learning communities who facilitate an analysis of progress of program (intervention) effectiveness.

The LEA will analyze qualitative and quantitative data to ensure accurate findings and to assist in identifying both statistical and thematic data sets for evaluation. Interpretation will lead to questioning and recommended actions to ensure program fidelity, promote, and identify actionable adjustments to ensure the highest rates of success. A continual cycle of analysis will promote the highest level of evaluation.

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.	300,000.00
160	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	2,848,598.00
180	Addressing resource inequities	<p>-Professional Learning Communities (Tier 2)</p> <p>Support all campuses in utilizing the Professional Learning Community model with coaching and global professional development to better implement a guaranteed, viable curriculum and provide tiered interventions at every grade level.</p> <p>Provide additional approved Tier 2 and Tier 3 literacy intervention programs based on the Science of Reading (Take Flight) that support identified students based on a variety of assessment data:</p>	1,504,983.09

		<ul style="list-style-type: none"> • Purchase professional development services for two years for 10 teachers (at least one from each school) • Purchase professional development materials for 10 teachers • Pay testing fees for 10 teachers to become Certified Academic Language Therapists • Provide stipends for participating teachers who are going through Take Flight training who are directly working with students <p>Provide IMSE Training which is aligned with the science of reading and Orton Gillingham for new teachers to support the implementation of the K-2 Phonics Essential Reading Foundation Program</p> <ul style="list-style-type: none"> • Pay registration fees for 10 teachers • Provide compensation for teachers (30 hours at \$25/hour) to attend training <p>Provide additional state mandated training for all Soday Teachers to ensure that intervention program is fully aligned with the science of reading</p> <ul style="list-style-type: none"> • Pay registration fees for 20 Soday teachers <p>Purchase materials to help teachers identify essential standards and unwrap learning targets related to the Common Core Standards in literacy and mathematics for 5-12 grades</p> <ul style="list-style-type: none"> • These materials will be utilized during the designated collaborative time for professional learning communities. <p>Purchase resources and provide training to teachers that support the guaranteed, viable math curriculum as identified through essential standards and learning targets</p> <ul style="list-style-type: none"> • Mid School Math for 5th-6th grade students • Envision Algebra I, Geometry, and Algebra II for 9th-12th grade students 	
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<p>Jim Tucker <i>Jim</i></p>	<p>5-31-22</p>
<p>SUPERINTENDENT NAME (printed) and SIGNATURE</p>	<p>DATE</p>