

**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	Hope School District
District LEA#	2903
City	Hope
Superintendent Name	Dr. Jonathan Crossley
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	<a href="https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1737798/Amended_ARP_HPS_12072021.pdf">https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1737798/Amended_ARP_HPS_12072021.pdf</a>
Date posted	12/10/2021

**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.	

		<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> <p>Student Incentive for COVID Vaccination \$10,000</p> <p>PPE \$200,000</p> <p>Ecovasive COVID Sanitizing 4 X per year \$80,000 for 2 yrs</p> <p>Contact Tracing/Point of Contact \$20,000</p>	\$310,000
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> <p>HHS Fieldhouse additional space \$1,200,000</p> <p>Additional maintenance worker \$65,000 for 2 yrs</p> <p>\$80,000 for carpet replacement at elementary</p> <p>\$660,000 HVAC upgrades</p> <p>\$551,966 window replacement</p>	\$2,556,966
198	Transportation	<p>Transportation costs to reduce the spread of COVID-19.</p> <p>4 Bus drivers \$65,000 /yr for 2 years</p>	\$65,000
		<b>Total</b>	<b>\$2,931,966</b>

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.

ARP ESSER total allocation \$9,907,515.5 minimum 20% set-aside \$1,981,503.12

Program Code	Evidence-based interventions	Description	Projected Amount
170, 180, 184	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            - Curricular resources that address a tiered response to intervention for math, literacy, social studies, science, ESOL, SPED, and CTE. This aids in high quality alignment K-12.</p> <p>Curriculum \$1,250,000.00            CTE and concurrent enrollment learning loss \$20,000            Acceleration student and Instructional Materials and Supplies \$335,000            Professional development \$402,049.50</p>	\$2,007,049.50
170, 180, 182, 184	Accelerating learning through instructional approaches.	<p>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>	
170, 180, 182, 184	Accelerating learning through instructional approaches.	<p>Out-of-school time programs:            Educators target students needing additional support before, and after the</p>	

		regular school day, as well as on 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). Hotspots and tech training through the technology department \$10,000	\$10,000
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 .75-1.29, Tier 3). Formative Assessments \$16,000	\$16,000
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  Psychological Examiner \$160,000.00 Technology printer for Psychological Examiner \$5,000 Materials/supplies \$5,000	\$170,000
180, 182	Addressing resource inequities	Provide wrap around services for students (effect size .44-.77, Tier 3)	
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) 3 Social Workers \$390,000 for 2 yrs	\$390,000
		<b>Total</b>	<b>\$2,593,049.50</b>

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**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:**

HPS will systematically and strategically address learning loss by all student populations by aligning high quality curricular resources K-12. We know that social emotional learning will be vital as teachers and staff are responding to COVID-related trauma. Therefore, HPS will require the services of social workers and a psychological examiner to address the social emotional and learning needs of students who are disproportionately affected by COVID-related issues. Diagnostic and ongoing testing of students for purposes for learning recovery plans will be required. This sort of progress monitoring will allow teachers and principals to address closing the achievement gaps for struggling students.

We have a 100% poverty rate with a minority student population over 80%. We understand the disproportionate impact of COVID on low-income and minority communities. We will monitor progress by gauging impacts on student achievement and providing ongoing response to intervention through a tiered approach. This will require upgrades and extensions in curricular resources for all academic content areas and programs. Our goal is to ensure that no student "falls through the cracks" despite the pandemic. We can best ensure this by intervening and extending student learning with high quality instructional resources to mitigate the impacts of lost instructional time.

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

**Evaluation:**

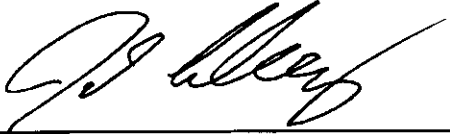
HPS will conduct instructional fidelity walkthroughs and observations using TESS and LEADS rubrics. Instructional leadership practices will be monitored on an ongoing basis. Required personnel will be highly qualified and certified in their areas of expertise-- including mental and social emotional support.

Professional development for required curricular resources will be required. Fidelity of Tier 1 instruction will be the bedrock of aligning a high quality curriculum. Tier 2 and Tier 3 instruction will need additional support for students who need international or extension. This progressing monitoring will take place through internal curricular audits with central office and school level personnel. HPS will seek the assistance from the local educational service cooperative and DESE.

HPS will gauge progress through the following assessments: STAR, ACT Aspire, Dibels, ELPA 21, PAST, and other program or grade-level specific measures.

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. Technology \$1,482,500	\$1,482,500
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce. Staff Vaccination Incentive and additional duties \$1,522,000 COVID Leave \$600,000  Retention Incentive \$389,000 x 2=\$778,000	\$2,122,000    \$778,000
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	
		<b>Total</b>	\$3,152,500
		<b>Grand Total</b>	\$9,907,515.50

Dr. Jonathan Crossley/ 	12/08/21
<b>SUPERINTENDENT NAME (printed)/ and SIGNATURE</b>	<b>DATE</b>