

**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	Beebe School District
District LEA#	7302000
City	Beebe
Superintendent Name	Dr. Chris Nail
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	https://www.beebebadgers.org/browse/245636
Date posted	11-15-22

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
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.	\$3,133,405.25

198	Transportation	Transportation costs to reduce the spread of COVID-19.	\$510,360
185	Cameras - District Wide	The cameras will be used to help contact tracing for COVID-19 and document and submit all positive cases and probable close contacts to the state.	\$98,220

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.

ARP ESSER total allocation **\$4,785,126.15** minimum 20% set-aside **\$957,025.23**

Program Code	Evidence-based interventions	Description	Projected Amount
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	\$493,140.90
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	\$550,000

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:

Beebe School District will use 2022 NWEA, ACT Aspire, ACT and other data sources to identify loss of learning and the impact the COVID-19 pandemic has had on our students. Data was analyzed and the number of students performing on grade level for Reading and Math was identified as the biggest impacts of the loss of instruction for our students. In addition, we have seen the number of SPED referrals within the district increase. The district implemented the Wit & Wisdom curriculum for grades 3-6 in the 2021-2022 school year and Foundations for grades K-2 to be implemented to help support students with not only the core reading instruction, but also to help in Response to Intervention as well. The district will be implementing a Rtl block of 45-55 mins in each of the buildings daily and use NWEA MAP data to identify the individual student strengths and weaknesses to be addressed during Rtl time. During the 2022-2023 school year, the district will implement K-2 Wit and Wisdom and Grade 3 Foundations to ensure the alignment of the curriculum across grade levels, with the potential of implementation of Wit & Wisdom in grades 7-8. In addition, the ARP ESSER funds will be used to implement Wilson Reading for our struggling students and students identified with characteristics of dyslexia. Professional development and instructional resources for full implementation will be implemented in the 2021-2022 school year.

The district has created a K-6 Assistant Director of Curriculum and a 7-12 Assistant Director of Curriculum to help assist classroom teachers and supporting administrators throughout the process of implementation of programs. The data will be continuously analyzed to determine areas of weakness for the district at the school and teacher level. Both positions will be responsible for working directly with the buildings in data analysis, curriculum alignment and support, literacy and mathematics strategies to assist teachers in the classroom, leading Professional Learning Communities (PLCs), and providing on-going professional development to teachers and instructional staff on the Science of Reading and curriculum implemented throughout the district. The data analysis will provide the individual needs of the building and down to the teacher level for both directors to be able to provide targeted support in the areas needed to address the loss of learning. The loss of learning purchase to ensure the curriculum was in alignment with our Public Comments we received from the community in our [American Rescue Plan Feedback survey](#) for the community.

The district will utilize the full time Migrant tutor for the district to ensure the needs of all migrant students are being met. Federal funds will be used to help address any needs of the students and provide supplemental materials to ensure the success of all students. The migrant tutor will provide one-on-one tutoring services to students identified as qualified for these services.

The district Homeless Liaison will be responsible for working with the school level counselors and ensuring public notices are posted throughout the community to ensure our families within the district are aware of the homeless rights and services offered. The liaison will

provide ongoing updated lists of all homeless and students in foster care.

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

Evaluation:

Beebe School District will use data from the NWEA MAP assessment, ACT Aspire, and ACT statewide assessment data to monitor the effectiveness of the implementation of the new curriculum and address areas of weakness. The assessments will be able to show the gaps due to the COVID-19 pandemic are closing based on the number of students scoring at the Ready or Exceeding level or on grade level. Monthly meetings with principals, PLCs, Rtl, and professional development will be provided and documented to support the overall implementation of the new curriculum. Feedback will be provided from our teachers through a culture survey twice per year and through a Teacher Advisory Committee (TAC) and Student Advisory Committee (SAC), which meet quarterly throughout the year. The goal of the committees is to provide valuable insight into ways the district can best support our teachers and students throughout the school year.

The Migrant students within the district will be continuously monitored through our migrant tutor within the district through test data to show the closing of the gaps these students have faced due to the pandemic.

The Homeless liaison will continuously monitor the number of homeless and students in foster care to ensure their needs are being met. The district will publish information to the public on our social media outlets and through posting throughout the community. These students will be monitored to see if any tutoring services or other academic services are needed for these students. The effectiveness of the program will be monitored through continuous documentation of services, data to indicate areas of weakness, and programs and services to ensure the students have services provided to them and the loss of learning these students experienced are addressed.

Dr. Chris Nail, <i>Chris Nail</i>	10-17-22
SUPERINTENDENT NAME (printed) and SIGNATURE	DATE