

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	South Pike County Schools
District LEA#	5504000
City	Murfreesboro
Superintendent Name	Tanya Wilcher
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	Rattlers.org
Date posted	03-15-2023

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 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	Adjusted Amount
186, 187, 188, 189, 190, 192	Systemic Procedures	<p>Actions or systems implemented to prevent, prepare for, and respond to COVID-19.</p> <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>		
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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.	<p><u>Restroom and Floor</u></p> <p><u>Project:</u> The district reached out to Dennis Neal Resurfacing who is a tips taps vendor to address the spread of the COVID 19 virus as it pertains to maintaining and cleaning the surfaces throughout the district. We received a bid from Dennis Neal Resurfacing on March 9th, 2021 to remove vct tile and carpet throughout the campus and then polish and seal the concrete. The wax on the vct tile is permeable and the joints in the tile collect contaminants. By polishing and sealing the concrete we can eliminate germs by</p>	
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			<p>gave us a bid to remove paint and hone the concrete in all bathrooms and then apply an epoxy resin finish to make it easier to maintain and keep clean. The district is planning for an increase of 80 students on the Murfreesboro campus as the Delight campus has been closed due to funding. The bathroom surfaces and floors being easier to maintain will be needed to slow the spread of germs throughout campus with the increase in students. A plan was made to begin work on areas that could be assessed around the</p>	
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			<p>school and activity calendar. The work was planned to be completed over a two year period. The bid for all the restroom surfaces throughout the district was \$152,107 and the cost to remove vct tile and carpet and polish the concrete was \$3.75 per square foot. The campus has approximately 85,0000 square feet of carpet and vct tile. The cost for this work is estimated at 475,857</p> <p><u>Additional Bathroom and classroom space:</u> The Murfreesboro Elementary building currently housed 325 students and we will be adding an additional 81 students to the building after the Delight campus closes at the end of the 20-21 school year. We currently have 25</p>	<p>We have spent \$321,800 of our ESSER II & ARP ESSER combined.</p> <p>We still owe \$154,057 to finish contract for floors.</p>
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			<p>building and with the maximum number of students in a classroom being 20 in kindergarten, 23-25 in 1st-3rd and 25-28 in 4th-6th grade, we will need additional space to keep class sizes lower to be able to spread out the students to the recommended 6ft.</p> <p>This space would be used to move services so we would be able to move students from the elementary building into a wing in the high school</p>	
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			<p>building to create more space for social distance students.</p> <p>This space would allow us to spread our kindergarten class into four classrooms and keep our numbers to 1:12 instead of the 1:20 ratio. We would also be able to reduce the number of students using the restroom on the upper elementary wing by moving the 6th grade to a wing in the high school building. This would help in the spread of Covid by keeping the grade levels in their specific wing.</p> <p>By moving services that are essential to the day to day operations in our district but are not required to be in the school building, we free up classroom space that will allow us to lower our student/teacher ratio. It will also keep students from having to travel as much in the building and will keep</p>	
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			<p>students from having to go outside in the inclement weather.</p> <p>How is the cost of the additional space/capital asset project reasonable? The cost is reasonable because it is competitively bid by a Tip Taps Vendor, Palomer. The cost is \$196,067 for the building and is reasonable because it is \$75 a square foot versus new construction of around \$250 a square foot for classrooms and \$400 a square foot for bathrooms.-already spent</p>	
198	Transportation	Transportation costs to reduce the spread of COVID-19.		

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 \$1,286,442.86 with a minimum 20% set-aside_\$257,288.54 _____

Program Code	Evidence-based interventions	Description	Projected Amount	Adjusted 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	Hiring a full time K-6 interventionist (\$57263 21-22, 22-23; \$62000 23-24) and a part time 7-12 interventionist(\$33560 21-22, 22-23; \$38440 23-24): Because of the COVID-19 pandemic, we had to use our interventionists as virtual teachers. Additionally, our hybrid model of learning as well as remote learning have created gaps in the educational foundation of many students. Providing early intervention for our students is critical to close those gaps so they are able to progress. We hope to have	We have paid two years of salaries to help with 20% Learning Loss Requirement. We have them employed for the next school year which will cost us \$100,440 to meet the 20% Learning Loss requirement..

		.60-.88, Tier 3). -High Quality Instructional Materials	these positions in place for at least three years.	
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).	Hiring a part-time dyslexia and reading specialist to provide weekly tutoring sessions for at risk students for two years. (\$62610).	We have spent two years salary to meet the 20% Learning Loss requirement. We will use the remaining part of this fund for supplies needed for the Dyslexia specialist. \$9500 to meet the 20% Learning Loss requirement.
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 on weekends and during school breaks		
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		programs, to deliver academic instruction (effect size .40-.60, Tier 3).		
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170, 180, 184	Accelerating learning through instructional approaches.	<p>Summer learning and enrichment:</p> <p>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).</p>	<p>Instituting a Summer Enrichment Program at both schools. This will provide extended learning and enrichment programs for all of our learners to include accelerated learners throughout the summer 2022. (\$15,000) yearly</p>	<p>We actually spent \$15,000 this year in summer school to meet the 20% Learning Loss requirement.</p>
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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).	<p>iPad charger replacements are essential as we move into a school year wherein all students are expected to transition to remote learning when necessary.(\$1000)-already spent</p> <p>iPad replacement and purchase for new students: Being a 1:1 device school is a must with the pivoting from on-site to virtual with the changing outbreaks of Covid. We will need to replace broken iPads from day to day use of taking home and also we are 30 students up from last school year and will need to purchase additional devices to be prepared for online learning.</p>	
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			(\$50,000)-Already spent		
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).			
170, 180, 182, 183, 184, 185	Addressing resource inequities	<p>Ensure students have equitable access to a well-rounded education. (based on sub-group data) (effect size 1.29, Tier 3)</p> <p>-Advanced Coursework opportunities</p> <p>-Inclusive Practices</p> <p>-Well-prepared educators</p>			
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)		

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:


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

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.		

160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	\$133,037 (21-22) \$113,317 (22-23)	Use this to give a retention & recruitment pay again. We base this on days present and we paid \$7 a day (21-22) school year and school year (22-23) we should be able to pay \$5 a day.
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.		

	SUPERINTENDENT NAME (printed) and SIGNATURE <u>Tanya Wilcher</u> 		DATE March 15, 2023	