

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

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| District Name | Greene County Tech |
| District LEA# | 2807 |
| | Paragould |
| Superintendent Name | Scott Gerrish |
| URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website | www.gctsd.k12.ar.us |
| Date posted | August 24, 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 |
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| 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>\$2,500 (PPE)</p> <p>\$46,990 (Virtual Arkansas)</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>\$130,454.99 (Virtual Student Coordinator)</p> <p>\$40,000 (Tri-Regional Virtual 3-6)</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. | |
| 198 | Transportation | Transportation costs to reduce the spread of COVID-19. | <p>\$347,300 (bus purchases to provide better AC/Heated buses and add buses to reduce number of students on buses)</p> |

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 \$5 001 259.47 minimum set-aside \$1.000252.00

| 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 | \$65,378.37 Reading Interventionist) \$2,280.12 (Reading Intervention Supplies) \$22,379.98 (Virtual Teacher for Special Needs Students) \$95,010.77 (Math and Literacy Instruction and Interventions) |
| 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). | \$102,561.62 (Before/After School Tutoring for Literacy and Math) |
| 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 programs, to deliver academic instruction (effect size .40-.60, Tier 3). | |

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| 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). | \$50,407.18 (SOAR Summer Tutoring Program) |
| 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). | \$3,000 (Parental and Family Engagement Activities/Programs to promote increased involvement) |
| 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 | 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 -Weil-prepared educators | |
| 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) | |
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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: The Greene County Tech School District developed committees to review what the students, teachers, support staff, families, and community needed due to the COVID-19 pandemic. This committee involved stakeholders in all areas. Surveys were conducted to try and determine the impact on all of our students/families especially students from low-income families, students of color, EL learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. The district continues to contract with a local mental health agency for all students PK-12 that indicate a need for mental health support. Each building is studying the factors of Childhood Trauma and how to address these factors in order to improve students' emotional, physical, behavioral, and academic well being. Data is regularly reviewed through the Closing the Achievement Gap committee. Each building counselor is working with parents, families, teachers, students, and support staff to help mitigate the effects of the COVID-19 pandemic. GCT's staff have been trained in various technological measures in order to help students supplement their in class learning. Also, the staff have been trained in various technological measures to help students learn virtually. The district will continue to develop our PLCs in each building to coordinate and facilitate our curriculum and the needs of our students, parents/families, staff, and community. The district reviewed evidence-based programs and implementation methods so that we know that our interventions/instructional methods will be effective. The district will conduct teacher/staff reviews to ensure that our programs are done with fidelity so that we can ensure that our interventions/methods of instruction are being effective.

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

Evaluation: GCTSD will conduct pre and post assessments in reading and math yearly. The district will continue to conduct formative and summative assessments such as Star Reading/Math at least 3 times yearly to develop and review students' academic learning plans. The district will monitor students' progress to guide each student's instruction. PLCs will be conducted at least monthly. Each building has a Student Assistance Teams (SAT) that regularly meet to review data on struggling students. Surveys will be provided to students, staff, parents/families, and community members as part of the district's needs assessment. GCTSD will continue participating in the APNA's yearly survey in order to review substance abuse in our student population. Pre and post data will be gathered for students participating in the summer (SOAR) school program in order to review student growth. Pre and post test data will be gathered for all students attending regularly scheduled before/after school tutoring in order to review students' growth. The district will work with the contracted mental health agency to review the number of students receiving school based mental health services and review the number of students that services are being continued and terminated. This discussion will include ways that the district can support students dismissed from school based mental health services. The district will review the students referred for special education services - number and academic/behavioral needs. The district will review

the progress data of EL learners, migratory students, low-income students, students with disabilities, and students of color. These data will include academic, behavioral, discipline, attendance, number of credits completed toward graduation, graduation rate, etc.

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 |
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| 185 | Technology | Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards. | \$20,885 (Schoolology for LMS) \$491,122.55 (Technology equipment and supplies) |

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| 160, 180 | Additional pay | COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce. | |
| 191 | Maintenance of Equity | Continue operations without disruption including employment, programs and addressing budget shortfalls. | |

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|  / Scott Gerrish | August 24, 2022 |
| SUPERINTENDENT NAME (printed) and SIGNATURE | DATE |