

**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	Cutter Morning Star School District
District LEA#	2601000
City	Hot Springs
Superintendent Name	Dr. Nancy Anderson
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	https://www.eaglesnest.dsc.k12.ar.us/documents/state-required-information/essser/244235
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.	

		<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>\$40,000 Budgeted</p> <p>Purchasing additional washers and dryers for washing towels, uniforms, and other items used to prevent the spread of COVID-19- budgeted \$15,000</p> <p>Purchasing additional cafeteria tables to facilitate social distancing- budgeted \$75,000.00</p> <p>PPE, Cleaning, and Sanitizing budgeted \$20,000</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.	<p>Replace windows and doors at ES- \$420,759.636</p> <p>Install cameras in elementary classrooms for contact tracing due to COVID 19- budgeted \$89,000.00</p> <p>Replace water fountains with water bottle filling stations- budgeted \$15,000</p>
198	Transportation	Transportation costs to reduce the spread of COVID-19.	Purchase 4 busses with air conditioning to replace busses

			without air conditioning- Budget \$300,000

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 \$ 2,500,001.01 minimum 20% set-aside \$ 510,000.20

Program Code	Evidence-based interventions	Description	Projected Amount
170	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	
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).	Paras to provide intervention services for 3 years- \$150,000.00
170	Accelerating learning through instructional approaches.	Out-of-school time programs (afterschool and extended instructional time): Educators target students needing	Extended learning opportunities for 3 years- budgeted \$30,000.00

		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).	
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).	Ready For Life/Career Counselor for 3 years- budgeted \$84,000
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).	
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).	Math Consultant for 3 years \$105,000.00
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	Curriculum Resources- budgeted \$150,000.00
170	Addressing resource inequities	Provide wrap around services for students (effect size .44-.77, Tier 3) -full service community schools	
170	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:

- Paraprofessionals will be used to provide intervention services during the school day to address learning loss for any student that is not meeting benchmarks on district screeners, classroom common formative assessments, NWEA Map Assessments, State Mandated Assessments, and other assessments determined by the school and/or district.
- Extended learning opportunities will be provided after the regular school day and during the summer break to address learning loss for students needing additional support in all content areas. Extended learning opportunities will be offered 3-4 days per week after school or during the summer break.
- A Ready For Life/Career Counselor will work with students, teachers, and the community to address learning loss and to prepare students for the workforce and to ensure that Cutter Morning Star students have the education and skills that they need to be successful.
- Curriculum resources will be utilized to address learning loss. Literacy curriculum at the elementary school will be replaced with curriculum that is better aligned to the Science of Reading than the previous curriculum and that meets all areas required by the DESE. Digital programs that include pre-assessments and adaptive branching for students will be used to address individual student learning loss. Science and math curriculums will be reviewed and replaced if needed to address learning loss. Math Curriculum will be replaced that is aligned K-12 to decrease learning loss and gaps in instructional content. Teachers and support staff will receive training and professional development in any curriculum resources purchased.
- A Math Consultant will be contracted to work with math teachers to review current curriculum and NWEA Map Assessment data. A Strategic Plan for Math will be created and implemented based on the review. Intensive interventions will be planned for students based on the review of NWEA Map Assessment Data to decrease learning loss.
- Professional Learning Communities will be implemented district wide to review achievement data and to address and respond to identified student's areas of learning loss. Building level RTI committees will review achievement data and available interventions to meet the learning loss needs of all students.
- School counselors will work with teachers, students and families on social, emotional, and academic needs of students. Partnerships with community services will be utilized to address social, emotional, and academic needs of students.

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

Evaluation:



The effectiveness of the interventions will be determined by:

- An increase in the number of students meeting benchmarks on district screeners and progressing out of prescribed, evidence based programs (DIBELS, Sonday, Take 6 Flight)
- An increase in achievement on grade level common formative assessments An increase in the number of students scoring Average and Above Average in Reading and Math for K-2 on the NWEA Fall, Winter, and Spring Assessments
- An increase in the number of students scoring Ready or Exceeding on the ACT Aspire Summative Assessment in the areas of English, Reading, ELA, Math and Science.
- The number of students placed in internships within the community.
- The number of students graduating and enrolling in a post-secondary institution or with a job/position in the workforce.
- Multiple surveys will be administered throughout the year to students, teachers, and families on academic, social, and emotional needs to demonstrate progress in meeting student and family needs.

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.	\$175,000.00 budgeted for student chromebooks, online curriculum, hot spots for students, and teacher laptops for digital learning
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	Recruitment and Retention for 2021-2022, 2022-2023, and 2023-2024 \$568,575.74 Addition Duties Pay for preventing disruptions and closures due to COVID-19 for 2021-2022, 2022-2023, and

			2023-2024 \$312,665.64
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	

SUPERINTENDENT NAME (printed) and SIGNATURE  Dr. Nancy Anderson	DATE  June 1, 2022