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	McCrory School District
District LEA#	7403000
City	McCrory
Superintendent Name	Scott Waymire
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	https://drive.google.com/drive/folders/1mQ0CzdfTqXVJ2BFD8uYMXb0VpK-3zAt3
Date posted	September 26, 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.	

		Meeting the nutritional needs of underserved students. Supporting student mental health needs. Locating absent students and reengaging disconnected youth. Providing safe and inclusive learning environments. Providing healthy learning environments.	
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.	$108,000 - AC Units (196)
198	Transportation	Transportation costs to reduce the spread of COVID-19.	$190,000 - New Buses (198) **39.2% Expended**
		Total	**$298000 25% Expended 320,267 Remaining**

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 $1,394,912.42minimum 20% set-aside $278,982.48

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	$63,625 - RTI Salary 2022 $63,625 - RTI Salary 2023 $63,625 - Math Interventionist 2023 $21,829.48 - Elementary Math Curriculum
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).	$14,000 - Tutoring 2022 $14,000 - Tutoring 2023 $14,000 - Tutoring 2024
170	Accelerating learning through instructional approaches.	Out-of-school time programs (afterschool and extended instructional time): 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).	$15,985.98 ACT Bootcamp 2022 $15,985.98 ACT Bootcamp 2023 $15,985.98 ACT Bootcamp 2024
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).	$20,000 Summer School 2022 $20,000 Summer School 2023 $20,000 Summer School 2024
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	Utilize data to understand where and how resources should be allocated to address student access to opportunity to learn	

	target resources and support	(OTL) indicators (effect size .75-1.29, Tier 3).	
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	
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)	
		Total	**$362,662.42** **53% Expended**

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:
> Implementation will be monitored by each respective building's principal. Students who do not meet the current promotion policy for the school district will be encouraged to attend Summer School. Students who did not score proficient in Reading, Math, or Science will be asked to attend tutoring either before or after school for at least a semester, a snack will be provided. Students who are projected to score below a 26 on the ACT will be invited to attend the ACT Bootcamp, other students may attend as well. Students and guardians will receive a letter in the mail informing them of the opportunity to participate in any of the above programs. We will partner with community leaders and businesses to provide additional opportunities during this time as well.

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

> Evaluation:
> Evaluation will consist of a review of all participants and their progress in the above programs as well

as the effectiveness of staff. Students' NWEA tests will be monitored for areas of improvement as well as growth. Students who do not show progress/growth will be recommended for tutoring/summer school as appropriate. Students 9-12 grade will be offered the opportunity to participate in the ACT Bootcamps. ACT Bootcamp evaluations will be based on student feedback as well as (hopefully) improved scores on the ACT. Evaluation of the personnel positions listed above will be based on effectiveness in the classroom setting and with individual students based on test scores, before and after testing as appropriate, and the personnel's success under the TESS evaluation system.

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.	$16,167 Kami, Google Workspace, other Software
160	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	$20,000 - Vaccine Bonus $400,000 - Retention Incentive $40,000 BIC
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	$63,625 - EAST 2022 $63,625 - EAST 2023 $5,000 - Summer School/Food Transportation 2021
166	Loss of Revenue	To maintain continuity of services and bridge budgetary shortfalls, districts may need to utilize local ESSER funds to offset the loss of revenue to strengthen operations.	$29166
		Total	$672,583 **25% Expended**

	September 25, 2022

Scott Waymire	
SUPERINTENDENT NAME (printed) and **SIGNATURE**	**DATE** 9/26/22