

**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	Kirby School District
District LEA#	5503
City	Kirby, AR
Superintendent Name	Pike Palmer
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	https://www.kirbytrojans.net/page/covid19
Date posted	08.24.2022

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
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>	
196, 197	Facilities	<p>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> <p>Facilities repairs or upgrades are defined as improvements to indoor air quality or other improvements that limit the spread of a contagious disease (e.g. HVAC upgrades in ventilation and filtration). Energy management services for HVAC maintaining efficiency and air quality.</p>	<p>Additional Space: 2 classroom additions to the elementary school.</p> <p>Costs: +/- \$600,000</p> <p>Approved: April 20, 2021</p> <p>Revised Costs: +/- \$750,000</p> <p>Due to increased costs</p> <p>Sent email to Tim Cain explaining costs. Stated to update plan.</p> <p>HVAC upgrades: Costs: +/- \$130,081.32</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.

(Please see final allocation table)

ARP ESSER total allocation:\$1,192,601.65

Minimum 20% set-aside: \$238,520.33

ARP ESSER funding set aside budget: \$954,081.32

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	Certified teacher for learning loss, interventionist, remedial support \$130,000.00
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).	\$30,000.00
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).	\$30,000.00

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).	\$30,000.00
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).	
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)	

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:

Kirby School District has hired additional paraprofessionals to help with a caseload of students with whom have been identified as having deficiencies in academics due to learning loss. The district has also hired a math interventionist for grades 3-8 to help with students who have been identified as having learning loss. Data from ACT Aspire and STAR Math will help with identification of those students. With additional staffing, we can provide embedded evidence based support within the school day.

Kirby School District conducted a two-week summer school program for grades K-12 that included: remediation, STEM, credit recovery, etc. The intervention teams gathered data at the end of the school year. Based upon their summative and formative assessments, they created a list of students who needed evidence based instruction to close the loss of learning gap.

The district's intervention teams, analyzed by the district leadership team, identify Tier II and Tier III students through ongoing weekly data gathering (enrollment, student and staff attendance, credits earned, grades, ACT Aspire data, Istation data, discipline, graduation rate, and teacher turn-over). Intervention teams analyze the various data, breaking it down to gender, race, poverty, children with disabilities, and ELL students. The teams collaborate on best evidence-based practices and help each other with how to better address each student's impacted academic deficits that were from loss of instructional time.

Our ELL Students receive extra help with learning loss within the classroom from our highly qualified paraprofessionals. Kirby School District has a comprehensive wrap-around approach for our students. Many students qualify for additional help from special education, Title I, migrant, and ELL. Students who receive additional social and emotional support are identified through our Behavior Intervention teams. Our district has a Social-Emotional Behavior team that consists of teachers, curriculum coordinators, principals, and school counselors. This team develops a curriculum for whole-class activities with all students, and they are the team that can refer students to our AcaP and Family Therapeutic counselors. When teachers identify a student whose academic gaps are associated with their behavior (unable to attend to a task, disruptive in class, sitting still, etc.), the team will deal with the behaviors like they would if the student had an academic deficit.

In conclusion, all subgroups have an opportunity to participate in the interventions selected. Subgroups include students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.


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

Evaluation:

The process for evaluating our implementation will consist of walkthroughs, weekly leadership team data meetings, formative assessments, summative assessments, credits, attendance rates, graduation rates, STAR Reading/Math data, ACT Aspire data, community and staff surveys, and wellness/social/emotional data.

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.	\$18,520.33
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	Certified - \$1,500.00 (out of ARP ESSER) \$74,000.00 Classified - \$1,500.00 (out of operating)
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	

Pike Palmer 	Revised: 08.24.2022 8.24.2022
SUPERINTENDENT NAME (printed) and SIGNATURE	DATE