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	Hermitage School District
District LEA#	060100
City	Hermitage
Superintendent Name	Dr. Tracy Tucker
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	www.hermitageschools.org
Date posted	August 11, 2021/Revised 5/9/2022

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
		Beginning Balance-ARP	$1,309,371.73
186, 187, 188, 189, 190, 192	Systemic Procedures	Actions or systems implemented to prevent, prepare for, and respond to COVID-19.	PPE/sanitization supplies - $10,000

		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. | Water Bottle Refilling Stations - $20,000

Adding air/heat to improve air flow/circulation in gymnasium - $245,000 |
| 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.

*Floors – remove carpet and VCT tile from all areas; polish concrete; easier to clean and sanitize; eliminates exposure to dust and germs, esp. during summer months when floors are cleaned/stripped. Removes the germ filters in the carpet. Will require DESE Approval. | $250,000.00 |
198	Transportation	Transportation costs to reduce the spread of COVID-19.	New short bus - $75,000.00
			$600,000.00

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: $1,309,371.73
Minimum 20% set aside for remediation: $261,875.00

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	High Quality Instructional Materials – literacy, mathematics, intervention, Mastery Manager $290,000
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).	
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).	
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).	21-22 Summer $30,000 23-24 Summer $10,000 Total: $40,000
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).	

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 -Well-prepared educators	Teacher Support with Leigh Brandon to better prepare educators, focusing on those with fewer than 3 years of teaching experience 2021-2022 $30,000 2022-2023 $30,000 2023-2024 $30,000 TOTAL: $90,000
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)	
	Recovering lost learning	Provide a para-professional to assist students at HHS by targeting those students that are behind on credits because of lost learning due to lack of performance during the pandemic Provide ACT Prep classes to students to fill in the gaps of learning missed in specific preparation for ACT	2021-2022 $20,000 2022-2023 $20,000 2021-2022 ACT Prep $20,000 TOTAL: $60,000
			$480,000

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 focus of this plan will be to have better prepared educators in the classrooms without students and provide many educational opportunities for students that have lost learning or

not made progress to recover learning.

Behavior teams at each school, led by our K-12 Counselor, will work together with the Dean of Students and Social Worker to support the emotional and social needs of our students. Agendas are kept which show those students discussed, recommendations, and follow-up, which is highly confidential.

School Leadership Teams, under the guidance of the building administrator, will implement each aspect of the program in the buildings. Student level data will be collected and analyzed on a monthly basis and responses will be drafted to each piece of data. This will become another leg of our RtI plan and will be monitored through I-Ready, common formative assessments, summative assessments, and curriculum-based progress monitoring.

The goal of our work with Leigh Brandon is to develop highly effective educators who provide high quality instruction to our students. Leigh and the Building Administrators will base this work upon the state-adopted TESS model and will optimize time with teachers to support their efforts to become licensed educators providing the best education possible to our students. Anecdotal observation records will be kept on each teacher, as well as on each coaching session that is used for teacher improvement.

Each School Leadership Team will design a summer learning program that targets those students at risk, according to grades, credits, I-Ready, ACT Aspire, and any other data measures available. The focus will be on literacy and mathematics.

The HHS para-professional will work with those students that have lost credits as a result of poor performance since March, 2020. Some of these students are enrolled in our ALE HUB program, but others are not. Students will be scheduled into classes and will work to recover credit lost and get back on track for graduation. The HHS Principal and Director of Student Services will monitor student progress and the HHS Counselor and Social Worker will provide support, as needed. Since some of these students are in the ALE program, support will come from that personnel as well.

2.B. **Process for Evaluating Implementation:** Please describe how the LEA will <u>evaluate</u> the effectiveness of these interventions.

Evaluation:

Data will be collected on each student identified as needing support, including academic and social/emotional. Intervention data will be examined bi-weekly or as available to determine success. Adjustments will be made if needed. Our expectation is to see progress in every endeavor, changing as needed to gain that improvement by using another intervention method.

Student success in credit recovery will be tracked by the para-professional. Additional support for students will be provided if needed to ensure success.

Teacher support will be evaluated using the results of TESS observations, with the goal of all teachers becoming effective. Monthly meetings will be held with Leigh and the Principals to

discuss teacher progress and performance.	

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.	Staff Recruitment and Retention Plan and Covid Leave 2021-2022 - $229,371.73
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	
			$229,371.73
			$1,309,371.73

Tracy Tucken *Tracy Tucken*	5/9/2022
SUPERINTENDENT NAME (printed) and SIGNATURE	**DATE**

*Input provided by School Board and June, July, August, 2021; and April, 2022 meetings
*Input provided by group of staff/parents at July 20, 2021 meeting
*Input provided by Ready for Learning committee at August 5, 2021 meeting
*Input provided by the Ready for Learning committee meeting at March 2, 2022