

**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	Springdale
District LEA#	72-07
City	Springdale
Superintendent Name	Dr. Jared Cleveland
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	www.sdale.org
Date posted	04/13/2023

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.	503,000

		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.	
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.	4,162,932
198	Transportation	Transportation costs to reduce the spread of COVID-19.	320,000

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_\$40,330,254.35 minimum 20% set-aside_\$8,066,050.87

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	1,589,322.35
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).	
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).	2,300,000
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).	2,500,000
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).	1,000,000
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)	1,000,000

		<ul style="list-style-type: none"> -Advanced Coursework opportunities -Inclusive Practices -Well-prepared educators -Early childhood expansion or enhancement 	
170	Addressing resource inequities	<ul style="list-style-type: none"> Provide wrap around services for students (effect size .44-.77, Tier 3) -full service community schools 	
170	Addressing resource inequities	<ul style="list-style-type: none"> Evidence-based practices that maximize students' social, emotional, and academic benefits. -Professional Learning Communities (Tier 2) 	
180	Activities allowable by ESSA, IDEA, Adult Ed, Perkins, McKinney-Vento	Expansion of work-based learning opportunities for career and technical education	315,000

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 district will ensure that the interventions implemented to address the loss of learning will be overseen by the curriculum and instruction district team. The team will create systems that support learning in summer school, before-school tutoring, after-school tutoring, and weekend school.

To ensure the fidelity of the interventions, professional development (PD) will be provided to teachers using new programs that support their new learning. The PD will be delivered and some of the PD will include job-embedded PD.

Students accessing multiple learning models required a district focus on curriculum design. Teachers have ownership of the lessons they help create. A set of criteria will be used to design lessons which include scaffolds, modifications, and extension activities. Academic Support Interventionists will be used to provide targeted intervention to students which may include, reading, math, and engagement (student attendance).

The Social Emotional well-being of students is vital for success in school. Our district

partners with local mental health agencies to provide wrap around services, teacher professional development, parenting videos, counseling corners, and curriculum.

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

Evaluation:

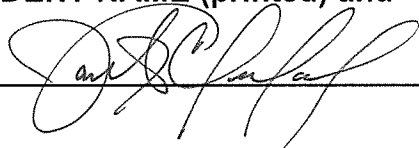
Multiple methods for evaluating the impact of the different interventions will be implemented.

The following methods will be used:

- Assessment data
 - Formative data
 - Summative assessment data (achievement and growth)
 - Emphasis on reading assessments
 - Performance data
 - Observations, SMART goals, and agendas (Classroom and Professional Learning Community)
- Attendance data
- Newly designed digital/blended curriculum usage (district analytics)
- Survey results from training
- Programs purchased to address loss of learning
 - Student growth results
 - Analytics of the use of resources
- At-risk populations assessment data
 - ELPA
 - Dynamic Learning Maps (DLM)
- Professional Development
 - Teacher and administrator needs assessment survey
 - Student assessment data
- Partnerships and Social Emotional Learning (SEL)
 - SEL data reports from Ozark Guidance Center
 - District discipline data
 - District referral support data
- Strategic Action Plan (SAPs)
 - School developed strategic action plans aligned to district goals and school goals
 - The plans will be monitored monthly. A formal evaluation of the strategic action plans will happen in January. The effectiveness of the SAPs will be measured in June 2022.

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.	12,640,000
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	9,000,000
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	5,000,000

JARED A. CLEVELAND	
SUPERINTENDENT NAME (printed) and SIGNATURE 	DATE 4/14/2023