

**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 | Blytheville Public #5 |
| District LEA# | 4702000 |
| City | Blytheville |
| Superintendent Name | Dr. Veronica Perkins |
| URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website | https://www.blythevilleschools.com/browse/234344 |
| Date posted | 7/21/2021. Reposted 2/27/2024 |

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 | <p>Actions or systems implemented to prevent, prepare for, and respond to COVID-19.</p> <p>Meeting the nutritional needs of underserved students.</p> | \$110,446.97 |

| | | | |
|----------|----------------|--|----------------|
| | | <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 | 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. | \$4,882,712.01 |
| 198 | Transportation | Transportation costs to reduce the spread of COVID-19. | \$400,000.00 |
| | | | |
| | | | |

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.

(Please see final allocation table)

ARP ESSER total allocation_ \$ _11,594,172.15 minimum 20% set-aside_ \$ _\$2,318,834.43

| 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 | \$1,403,834.43 |
| 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). | \$225,000.00 |
| 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). | \$270,000.00 |
| 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). | \$270,000.00 |
| 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 | |

| | | | |
|-----|--------------------------------|---|--------------|
| | | | |
| 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) | \$150,000.00 |
| | | | |
| | | | |

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:

Description:

The District Leadership team started the needs assessment with the individual building level teams and stakeholders to identify initiatives necessary to identify and address the following areas: [1] Creating a Safe and Healthy Learning Environment, [2] Addressing Lost Instructional Time or Loss of Learning, and [3] Supporting Educator and Staff Stability and Well-Being. Various data points were reviewed to identify needs based on the individual school improvement plans. Building administrators reviewed and analyzed current initiatives and determined how and when they would monitor each initiative during the 2021-2022 school-year and adjust as necessary. The district leadership team met with stakeholder groups to determine the needs related to the COVID-19 pandemic and the appropriate uses of the ARP funds based on students' needs.

Through the *Plan, Do, Check*, process, principals will be required to discuss the progress of their school's initiatives in various scheduled meetings. In early September, the Superintendent, District Test Coordinator, Curriculum Coordinator, and School Improvement Specialist will meet with the building principals to review and discuss the ACT Aspire, DLM, and ELPA21 data and form a consensus on next-steps to achieve their goals as related to their school improvement plans for all subpopulations. The goal is to have principals, as the instructional leader of their schools, understand exactly what the data is conveying and ensure that a sound plan is in place to achieve the school improvement goals of his/her school building.

Support will be offered based on the specific needs of each building. The District School

Improvement Specialist and Curriculum Coordinator will work with the school-level teams to ensure the successful implementation of the current plan and to analyze and adjust plan goals as necessary to achieve the results of the plan. They will work closely with building teams to monitor the effectiveness of interventions used for specific subpopulations that have been impacted by COVID-19. This monitoring will occur monthly in collaboration with building leadership team meetings and weekly with collaboration teams in each building.

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

Evaluation:

The District Curriculum Coordinator, Test Coordinator, ESOL Coordinator and Special Education Director will collaborate with the District School Improvement Specialist to disaggregate data for the district, by each individual school by subpopulations for analysis. The team will present their findings to the Superintendent. The District Leadership Team will analyze the strengths and weaknesses of the data sets to plan next-steps to support the individual schools. Examples of progress monitoring data will include: Istation, DLM, NWEA, discipline data and attendance patterns.

The District Leadership Team will meet with the school leadership teams in January of 2022 to discuss mid-year progress of the implemented strategies in each school, analyze discrepancies, if any, and develop an amended plan to address any discrepancies. School teams will meet quarterly, or sooner if a need arises, to analyze and adjust the implemented strategies. Final analysis will be discussed with each leadership team prior to the end of the school year to make/adjust plans moving forward for the 2023 school year.

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. | \$228,861.58 |
| 160, 180 | Additional pay | COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce. | \$2,915,611.60 |

| | | | |
|-----|-----------------------|---|--------------|
| 191 | Maintenance of Equity | Continue operations without disruption including employment, programs and addressing budget shortfalls. | \$285,921.56 |
| 166 | Loss of Revenue | Continuity of Services | \$451,784.00 |
| | | | |

| | |
|--|------------------|
| <i>Dr. Veronica Perkins</i> | <i>2/26/2024</i> |
| SUPERINTENDENT NAME (printed) and SIGNATURE | DATE |