Attachment 2

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	Jonesboro School District
District LEA#	1608000
City	Jonesboro
Superintendent Name	Dr. Kim Wilbanks
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	https://www.jonesboroschools.net/domain/301
Date posted	July 14, 2021 Nov. 9, 2021

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.	$150,000.00

		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.	$3,325,000.00
198	Transportation	Transportation costs to reduce the spread of COVID-19.	$1,263,000.00

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 $20,572,993.92 minimum 20% set-aside $4,114,598.78

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	$4,032,765.10
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).	$1,440,000.00
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).	$2,184,000.00
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).	$551,100.00
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).	$150,000.00
170, 180, 182, 183, 184, 185	Addressing resource inequities	Ensure students have equitable access	$849,750.00

		to a well-rounded education. (based on sub-group data) (effect size 1.29, Tier 3) -Advanced Coursework opportunities -Inclusive Practices -Well-prepared educators	
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)	$230,000.00

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.

In May 2021, the district leadership team began working with school level teams at each building to identify goals, initiatives, and plans for progress monitoring. Through a needs assessment process at each school, schools analyzed various interim data points to identify goals (as identified in their building-level school improvement plans). Building administrators reviewed current initiatives and determined how they would monitor the initiatives at the building level during the 2021-2022 school year. The district leadership team met with various stakeholder groups (including administrators, teachers, and parents) to determine the needs related to the Covid-19 pandemic. Additionally, the district provided a stakeholder survey for feedback related to the use of ARP funds based on students' needs related to the Covid-19 pandemic.

Through the *Plan, Do, Check* school improvement process, principals will be required to discuss the progress of their school's plan in various meetings. During professional growth meetings scheduled in early September, the Superintendent and Assistant Superintendents will meet with each principal to discuss the review of their ACT Aspire data and next steps to achieve their goals identified in the School Improvement Plans. The goal is to ensure every

principal has an understanding of his/her data and he/she is driving the school improvement process in his or her building.

District support will be offered based on the specific needs of buildings. The District School Improvement Specialist will work with school teams to ensure a successful implementation plan is in place and a plan to analyze data to determine the effectiveness of each intervention. District Curriculum Specialists will work closely with building teams to monitor the effectiveness of interventions for subpopulations impacted by Covid. This monitoring will occur in monthly building leadership team meetings, weekly collaborative team (grade level meetings), and monthly I-Team (Intervention) meetings.

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

Evaluation:
District Curriculum Specialists (Literacy, STEM, Special Education, Learning Loss Coordinator, and Social/Emotional Learning Coordinator) will collaborate with the District School Improvement Specialist to disaggregate data for the district, by each building and subpopulations. The team will present their findings of progress monitoring data with the Assistant Superintendent of Teaching and Learning. The district leadership team will analyze strengths and weaknesses of the data in order to derive a plan for next steps to support schools. Examples of progress monitoring data will include AimsWeb, iReady, Reading Inventory, 95% Intervention Progress Monitoring, Imagine Learning Math, Math Inventory, discipline data,and attendance data.

In January 2022, the district leadership team will meet with building leadership team members to discuss mid-year progress monitoring data of each implemented intervention in order to evaluate the success of implementation of the various programs to support learning loss due to the Covid pandemic. Building teams will share the results of the data and their plans to address deficits as determined by the data points.

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	$1,013,749.16

		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.	$4,800,000.00
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	$583,629.66

Kim Wilbanks	
SUPERINTENDENT NAME (printed) and SIGNATURE	**DATE** 11/9/21