

**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	Glen Rose
District LEA#	3002
City	Malvern, AR
Superintendent Name	Tim Holicer
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	<a href="http://www.grbeavers.org">www.grbeavers.org</a>
Date posted	Revised on April 1, 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	<p>Actions or systems implemented to prevent, prepare for, and respond to COVID-19.</p> <p>Meeting the nutritional needs of underserved students.</p>	

		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.	\$1,730,736.94
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 \$2,687,894.51 minimum 20% set-aside \$537,578.90

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	\$343,541.00
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).	
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).	
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).	\$194,037.90
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: The Glen Rose School District will address the academic impact and loss of instruction time due to the COVID-19 pandemic in several ways. We will provide in-school acceleration for students in grades 1-6 through a licensed Reading Interventionist and a licensed Math Interventionist. These interventionists will analyze data from high-quality assessments such as NWEA, Star Reading, ACT Aspire, Renaissance Reading and Math assessments and work with the classroom teacher to help determine the needs of each student. The interventionists will also support classroom teachers in providing high-quality instruction and materials for instruction with essential learning skills to help students recover the loss of learning due to the COVID-19 pandemic. Students will receive support from the interventionists based on need and will not be denied participation based on gender, race, national origin, color, disability, family income, or family status such as homelessness, foster care or migratory.

The Glen Rose School District will also address the academic impact and loss of instruction time due to the COVID-19 pandemic by providing summer learning and enrichment programs. Students in grades K-12 will be evaluated through high-quality assessments to determine the need for participation in summer learning programs. Classroom teachers, interventionists, specialists, counselors and administration will evaluate data and classroom performance to determine the needs of each student and offer the summer learning programs to those students in need. Programs will be provided through licensed staff and specialists.

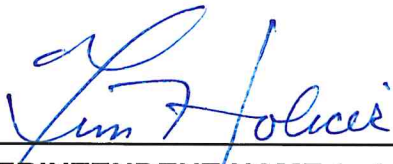
Students will receive support through the summer learning programs based on need and will not be denied participation based on gender, race, national origin, color, disability, family income, or family status such as homelessness, foster care or migratory. School and community-based counselors are available during the school year and during the summer months to meet the social and mental health needs of all students.

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

Evaluation The Glen Rose School District will monitor the effectiveness of these high-quality interventions during the school year through a variety of assessments. The district utilizes the following assessments: STAR Early Literacy and STAR Reading and Math (Renaissance Learning), NWEA quarterly assessments, ACT Aspire, Istation, Freckle (Renaissance) Math, Read Works (literacy), Dibels progress monitoring, Sonday weekly tests, and classroom assessments based on state standards. The data from these assessments will be analyzed by classroom teachers, interventionists, specialists, counselors and administration to determine the effectiveness of the programs provided to support loss of learning and instruction time due to the COVID-19 pandemic.

- 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.	\$153,777.20
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	\$143,001.47
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	\$122,800.00

	04/01/2022
<b>SUPERINTENDENT NAME (printed) and SIGNATURE</b>	<b>DATE</b>