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	Mount Ida School District
District LEA#	4902000
City	Mount Ida
Superintendent Name	Michael White
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	www.mountidaschools.com
Date posted	August 4, 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. Meeting the nutritional needs of underserved students.	Security System-$8,000 PPE-$15,700.09 Mental Health Assessment-$2,500

			Covid Subs-$50,000
		Supporting student mental health needs. Locating absent students and reengaging disconnected youth. Providing safe and inclusive learning environments. Providing healthy learning environments.	Bottle Filling Stations-$15,000 Cleaning Equipment-$5,000
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.	New Classrooms-$350,000
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 <u>minimum of 20%</u> 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 <u>evidence based practices</u> 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 <u>Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes</u>. 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 **$1,496,002.84** minimum 20% set-aside **$299,200.57**

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	Learning Loss Teacher and Aide-$87,000 Instructional Materials-$120,000
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).	After School Tutoring-$30,000
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).	Summer School Teachers-$168,000 Summer School Supplies-$5,000
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	
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)	Mentoring-$30,000
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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 Mount Ida School district will address loss of instructional time and learning loss by doing the following:
1. The Mount Ida School District implemented Summer school for K-12 students for the summer of 2021 to recover lost time and learning loss. This required hiring teachers for

the summer as well as purchasing curriculum for the summer.

2. The Mount Ida School District will hire a learning loss interventionist and paraprofessionals for the 20-21 school year to help students recover learning loss and time due to the pandemic.
3. The Mount Ida School District will purchase curriculum to help with loss of instructional time and learning loss. This curriculum will be used during enrichment periods as well for recovery of skills. Students with disabilities and disadvantaged students will be a priority.
4. The Mount Ida School District will continue after school tutoring to help with learning loss and recovery.

The Mount Ida School District will also purchase a K-12 online School Wellness Assessment to monitor and support all students in terms of social, emotional, and mental health needs of both students and staff. This will be valuable in identifying and tracking the needs of all disadvantaged students including students with disabilities, homeless students, students of color, English learners, children in foster care, as well as migratory students.

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

Evaluation: Quarterly progress monitoring will be utilized to evaluate the effectiveness of learning loss, Absentee reports, report cards, student discipline reports, NWEA testing, STAR screening, and IXL resources will be used by administration and teachers to monitor students' progress. Special education teachers will monitor and make sure all modifications are being met for special education and special needs students. The K-12 online School Wellness Assessment that is purchased will monitor the social, emotional, and mental health of all students and staff and will be continuously monitored by counselors and teachers.

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	Student Devices and Assessories- $150,000

		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.	Additional Demands Compensation- $326,802.75 COVID Vaccines- $16,000
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	COVID Leave- $117,000

Michael White	8-4-2021
SUPERINTENDENT NAME (printed) and SIGNATURE	**DATE**