

**REVISED June 1, 2022**

**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	Midland
District LEA#	3211000
City	Pleasant Plains, AR
Superintendent Name	Dr. Bruce Bryant
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	
Date posted	June 1, 2022

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	Long-term closure solutions and coordination	(186) 88604.81
		Providing safe and inclusive learning environments.	(189) 950.00
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.	(196) 473394.00
			(197) 20000.00

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 \$ 1154148.75 minimum 20% set-aside \$ 230829.75

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	(HQIM) 7760.00
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).	(Summer) 194113.94
170	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. -Professional Learning Communities (Tier 2)	(PLC PD) 30000.00

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.

Reducing class size/teacher ratio in order to accelerate learning	Students in classes with reduced class size will benefit from more direct instruction with a low teacher to student ratio.
Summer School	Summer school will be provided to students who are below grade level, at-risk, or in need or making up credits to advance.
Pre-K Summer Program	Summer Pre-K offerings will provide seamless instruction and readiness to these students to be able to enter Kindergarten at the appropriate level.
Summer Field Trips	Enrichment opportunities will be given to students of low-income, experiencing homelessness, in foster care, ESL, etc.
Family Technology Night	Families will receive additional instruction on technology and its appropriate use for educational purposes.
Hire an academic coach/instructional facilitator	The academic coach will identify teachers who are in need of additional mentoring and support. The academic coach will provide coaching and instruction to teachers in need.

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

Reducing class size/teacher ratio in order to accelerate learning	Scores from various measures of students in classes with reduced class size will increase. Growth will be progress monitored.
Summer School	Students who are below grade level, at-risk, or in need or making up credits to advance will achieve the desired success based on performing at grade level and/or credits received.
Pre-K Summer Program	Readiness scores of summer Pre-K will be compared to readiness scores of those not attending.
Summer Field Trips	A qualitative survey of perception will be given to students of low-income, experiencing homelessness, in foster care, ESL, etc. who took advantage of the enrichment opportunities
Family Technology Night	A qualitative survey will be given to families who received additional instruction on technology and its appropriate use for

	educational purposes.
Hire an academic coach/instructional facilitator	A qualitative survey will be given to teachers who are in need of additional mentoring and support about their perceived usefulness of the coaching. Teachers who were coached will be peer scored on the TESS in a non-evaluative observation. Prescores and post-scores will be compared.

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
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	(160) 172000.00 (180) 55000.00

/s/ Dr. Bruce Bryant	June 1, 2022
<b>SUPERINTENDENT NAME (printed) and SIGNATURE</b>	<b>DATE</b>