

**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	Pottsville School District
District LEA#	5804000
City	Pottsville
Superintendent Name	Larry Dugger
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	
Date posted	10.18.22

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
180, 185, 186, 187, 188, 189, 190, 192,	Systemic Procedures	Actions or systems implemented to prevent, prepare for, and respond to COVID-19.	2021-2022 Hire an additional maintenance

184			<p>person to help sanitize equipment (playground, indoors)</p> <p>Salary/Benefits:</p> <p>\$27,468.17 for one year</p> <p>Purchase additional instruments to prevent student sharing of instruments to reduce the spread of Covid.</p> <p>\$21,276.8</p> <p>Purchase headsets at Elementary to replace damaged ones from students carrying them back and forth from home to school during Covid.</p> <p>\$6,016.2</p>
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		<p>Meeting the nutritional needs of underserved students.</p> <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>	<p>Purchase Hope Squad curriculum for students and have on-site PD to assist with the implementation of it (183).</p> <p>\$17,200.00</p> <p>Equipment (JH floor scrubber), Materials and Supplies (sanitizers, chemicals for foggers, humidifiers, disposable cups for bottle filling stations -students are forgetting their water</p>
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			bottles, stickers for social distancing, masks etc.) \$21,014.57 Salary/Benefits: One nurse (take temperatures/che ck for Covid) and one maintenance person (sanitizing rooms and materials) will assist faculty and students during summer school \$13,800.00 (184)
		Providing a K-12 Virtual Learning option (purchasing slots with Arkansas River ESC AND Virtual Learning).	\$31,830.00
		Snacks for Students during Elementary After School Tutoring	\$1390.00
		To address student learning loss, Dr. Tina Boogren from Solution Tree will be presenting instructional strategies and discussing effective	Professional Development

		teaching practices to assist our teachers K-12. August 12, 2022.	Training (180) \$1600 Materials and Supplies for summer school and after school (180): 1800
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.	Purchase Building Cameras for contact tracing (need prior approval) \$19,742.20 Purchase of Fans to improve ventilation (need prior approval) \$1,860.42
198	Transportation	Transportation costs to reduce the spread of COVID-19.	Improved Bus Cameras for Contact Tracing \$50,331.75 Purchase of 1 larger bus \$116,929.00

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 \$1,852,125.78 minimum 20%

Set-aside \$370,425.16

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	Dyslexia Interventionist/Salary and Benefits: \$110,604.20

		learning (effect size .60-.88, Tier 3). -High Quality Instructional Materials	Materials and Supplies/Software RTI: \$141,584.57
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).	After School Elem and HS Tutoring/Salaries and Benefits: \$35,559.88
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).	Certified Teacher Salaries/Benefits: \$57,571.62 Classified Staff (aides for assisting struggling students) \$17,567.55

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	RTI Training for Student Learning Loss-Wilson, Sondag \$21,550.00
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:

To address the mental, social and emotional needs of our students; the academic impact of lost instruction time; and to ensure equity among students, we are using the following overall process:

Step One: Conduct Needs Assessment

- Collect and analyze relevant data
- Prioritize needs
- Determine root causes and contributing factors
- Assess for professional learning needs

Step Two: Revise School/District Improvement Plan (based on needs assessment)

- Establish goals
- Identify actions, strategies, interventions
- Determine artifacts and evidence
- Establish a system for implementing, monitoring and assessing (*see below for additional information)

Step Three: Execute Plan

- Communicate expectations to Pottsville faculty and families
- Provide needed resources
- Provide professional learning as needed

Step Four: Determine Progress

- Identify what is/is not working
- Adjust actions, strategies and interventions

- Evaluate impact on student learning

***Specific LEA Monitoring and Communication Regarding Interventions include:**

- Vertical and Horizontal Team Meetings
- PLC Meetings
- Monthly SLIP Meetings
- TESS/EdReflect
- FACE Meetings
- Classroom Walkthroughs
- Assessment Wall Meetings
- ESL Meetings
- IEP, 504 Meetings
- RTI Meetings

***Documentation includes:**

- Agendas/presentations (building principals)
- Sign-in sheets
- SLIP Action Plans submitted monthly to Federal Programs Coordinator
- Reflection Forms turned in to Curriculum Coordinator
- Meeting minutes
- Curriculum Maps
- Lesson Plans
- Contact Logs
- Pre/Post Tests
- Surveys

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

We will use the following method as well for evaluating the implementation of interventions:

Conduct Needs Assessment

- Collect and analyze relevant data (*see below for examples)
- Prioritize needs
- Determine root causes and contributing factors

- Assess for professional learning needs

***Examples of Data to be used for Evaluation purposes:**

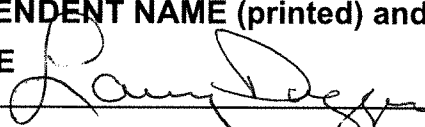
- Accelerated Reader/Math Results
- ACT
- ACT Aspire
- ELPA Results
- Classroom Walkthrough Results
- NWEA Assessments
- ESSA Scores
- ELPA Scores
- APNA Results
- Interim Assessments
- Surveys
- School Health Index

The process of implementation may then start over (beginning with step 2) pending the results of the needs assessment.

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.	Lenovo Chromebooks \$8153.20
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and	Certified and Classified Salary/Benefits :

		qualified educator workforce.	\$1,125,682.63
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	Hire a part-time nurse to assist other nurses while they are doing extra duties pertaining to Covid.\$1,593.02

Larry Dugger	10.18.22
SUPERINTENDENT NAME (printed) and SIGNATURE 	DATE 10/18/22