

**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 | Arkansas School for the Deaf |
| District LEA# | 6092 |
| City | Little Rock |
| Superintendent Name | Dr. Janet Dickinson |
| URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website | https://asd.ade.arkansas.gov/staterequiredinformation/ |
| Date posted | 08/24/22 |

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 |
|------------------------------------|---------------------|---|------------------|
| 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> | |

| | | | |
|----------|----------------|--|--|
| | | <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> | |
| 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. | |
| 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.

ARP ESSER total allocation: \$212,094.87 minimum 20% set-aside: \$42,418.97

| Program Code | Evidence-based interventions | Description | Projected Amount |
|--------------------|---|--|------------------|
| 170, 180, 184 | Accelerating learning through instructional approaches. ASD will hire a teacher specifically to address learning loss. Approved June 2022. This amount covers salary and fringe for 22-23 and 23-24 school year. | 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 | \$125,122 |
| 170, 180, 182, 184 | Accelerating learning through instructional approaches. ASD will use ARP funding to pay tutors in 23-24 school year. Title I is being used in 22-23. | 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). | \$15,000 |
| 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 school programs will be held for two sessions of five days each in June 2023 and 2024. | 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). | \$20,000 |
| 170, 180 | Supporting equitable access and effective use of technology. ASD has invested in two tech programs that encourage and improve parental involvement and communication. | Engage family in digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3). | \$6,145 |
| 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 Utilizing a literacy and curriculum specialist to evaluate and improve ASD practices. | 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 | \$30,000 |
| 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) | |

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 Arkansas School for the Deaf (ASD) will ensure a viable intervention plan for each student, no matter the barrier. All ASD students are deaf or hard of hearing and each one is on an Individualized Education Program (IEP). The district will utilize pre and post assessment data to monitor the effectiveness of each intervention. Assessments will be conducted on an ongoing basis to check each student's understanding of a skill or standard. These assessments will be used to identify further interventions when needed. Results from the common formative assessments will be analyzed to indicate potential gaps that may occur.

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

Evaluation: The Arkansas School for the Deaf Educational Leadership Team (ELT) implements and oversees evaluations of intervention strategies. The ELT's members include the Superintendent, Elementary and Secondary principals, the Director of Instruction, Curriculum and Innovation, and the schools' lead teachers. Common assessments will be conducted on an ongoing basis and the results are reviewed by the ELT and teachers. Assessments include, but are not limited to: IXL, Accelerated Reader, DRA. Changes to student IEPs will be implemented based on evaluations and meeting with the individual teacher, the student, and the parents to ensure interventions are successfully meeting the needs of the student.

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. Renewing access to virtual learning platforms, replacing necessary devices, and purchasing any necessary software to support those devices. | Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards. | \$15,827. |
| 160, 180 | Additional pay | COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce. | |
| 191 | Maintenance of Equity | Continue operations without disruption including employment, programs and addressing budget shortfalls. | |

| | |
|---|-------------|
| Dr. Janet Dickinson  | 6/30/2022 |
| SUPERINTENDENT NAME (printed) and SIGNATURE | DATE |