

**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	Rogers School District
District LEA#	0405
City	Rogers
Superintendent Name	Dr. Jeff Perry
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	<a href="https://www.rogersschools.net/cms/lib/AR50000623/Centricity/Domain/297/APR%20ESSE R%205-31-2022.pdf">https://www.rogersschools.net/cms/lib/AR50000623/Centricity/Domain/297/APR%20ESSE R%205-31-2022.pdf</a>
Date posted	09/16/2022

**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	Actions or systems implemented to prevent, prepare for, and respond to COVID-19.  Meeting the nutritional needs	

		<p>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.	\$13,000,000
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 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\_ \$20,771,432.68 \_\_\_ minimum 20% set-aside\_ \$4,154,286.54 \_\_\_\_\_

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	\$4,146,432.68
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).	
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).	\$875,000
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 subgroup 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)	

**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 ensure the interventions Rogers Public Schools implements will address the academic impact of lost instruction time and 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, RPS will use the processes (Lead measures) listed below to monitor implementation of interventions:

- Provide ongoing job embedded professional development to staff providing interventions
- Data collection and analysis of pre, progress, and post data of targeted interventions throughout the school year (Pre & Post Intervention Assessments)
- Conduct Comprehensive Needs Assessments to identify and set goals for School Level Improvement Plans to ensure targeted interventions are meeting the needs of students
- Learning cycles are scheduled for each building to meet and formatively present relevant data and revisit goals to ensure interventions are successful
- Stakeholder surveys for ongoing feedback will be administered
- Schools meet weekly in collaborative teams to progress monitor and ensure the RTI interventions in place are meeting the needs of all students

The Rogers Public Schools will ensure that all students have access to any school district education programs for which they are academically eligible. This includes any interventions implemented to address the academic loss of instruction time. We will closely monitor the effectiveness of the interventions and the fidelity of implementation.

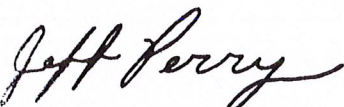
**2.B. Process for Evaluating Implementation:** Please describe how the LEA will evaluate the effectiveness of these interventions.

**Evaluation:**

Rogers Public Schools will evaluate the effectiveness of these interventions implemented by analyzing a variety of Lag measure data such as ACT Aspire Summative data, attendance rates, discipline reports, student grades, and stakeholder surveys conducted at the end of each year or intervention. Student data will be analyzed to evaluate the effectiveness of the interventions. This analysis of student data will ensure the intervention targeted the identified loss of learning and made academic gains for students. Stakeholder survey data collected will be analyzed to evaluate the effectiveness of the intervention implemented looking for areas of strength and areas of opportunity. Our Director of Data Analysis and Accountability will disaggregate summative data analyzing and creating reports for building administrators to utilize at the building level which will give schools data for all students, individual subgroups, demographics, etc ...

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.	\$850,000
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	\$1,900,000
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	

	
<b>SUPERINTENDENT NAME (printed) and SIGNATURE</b> Dr. Jeff Perry	<b>DATE</b> 09/16/2022