

White Pine County School District ARP ESSER III Plan

1. The funds will be used to continue prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning. WPCSD schools were safely open all day, every day for students in 2020-2021. The district used ESSER I, ESSER II, and Pennington Foundation funds to enhance prevention and mitigation strategies that allowed for this to occur. Accordingly, ARP ESSER III funds will focus on learning loss, staff retention, online learning opportunities for students, professional development, and mental health supports.
2. The WPCSD will use at least the minimum of 20% as required to address the academic impact of lost instructional time through the implementation of evidence-based interventions. These interventions include
 - a. Extended school day through 2021-2022 (STEAM club stipends). This model is outlined in detail in our [district performance plan](#) and is evidence level “moderate.” Students have longer, hands on school days on Mondays and attend 10 Fridays per year wherein they engage in experiments and inquiry learning.
 - b. Friday learning through 2021-2022. Students are selected and invited based upon their current levels of learning. Rather than remediating, they experience grade level content in order to move forward. Students will experience high dosage tutoring for approximately 15 Fridays for five hours per Friday.
 - c. Additional teachers at WPMS and WPHS through 2022-2023 to provide enhanced options for students. These positions were added in through ESSER II for 2021-2022. They are incorporated into ESSER III for 2022-2023 as the district works to sustain the positions long term. Providing additional college and career ready opportunities and offerings for students is an important part of our [district performance plan](#) (Theory of Action 2 and Goal 2).
 - d. STEAM Academy funding for David E. Norman Elementary (to include after school learning and Friday learning) through 2022-2023. See item “a” above for additional information. Outlined in great detail in our district performance plan the STEAM Academy is evidence level “moderate” as a magnet school defined in the Florida State University publication “An LEA Guide....”
3. This section outlines expenditures..
 - a. USED #1,4: addressing learning loss through evidence-based improvements. This priority includes funding the STEAM Academy at DEN for 2022-2023 as well as increasing the number of STEAM stipends at DEN for 2021-2022. Approximately \$285,000 will be spent on this endeavor. This priority also includes funding additional teachers at WPMS and WPHS for the 2022-2023 school year in order to continue to meet the academic and social-emotional needs of students. Approximately \$350,000. Last, this priority includes funding dual enrollment English classes for seniors at White Pine High School including both tuition and books. These initiatives align with the NDE’s priority of closing opportunity gaps for students who have been underserved and supporting

parents, families, and communities. Again, the spending summarized here is to address learning loss, in conjunction with the ongoing strategies outlined in our [district performance plan](#).

- b. USED #5: purchasing educational technology. This priority includes chromebooks for students at DEN and McGill. Approximately \$70,000. This initiative aligns with NDE's priority of access to technological capacity for educators, students, and families. The devices are used to provide services for students who are required to quarantine and/or choose to learn from home.
 - c. USED #8: providing social and emotional mental health services. This priority includes contracting part time with an additional LCSW to provide services for students and providing professional development for teachers and support staff around social-emotional learning and restorative practices. Approximately \$60,000. This initiative aligns with NDE's priorities of social emotional support of students, educators, and staff, support of parents, families, and communities, and access to high quality professional development for educators. School culture and climate is the third goal of our [district performance plan](#) and is described as one of the evidence based interventions in Florida State University's "An LEA Guide...."
 - d. USED #9: providing summer learning and supplemental afterschool programs (including online learning). Friday learning for all schools, online programs for distance learners. Approximately \$80,000. This aligns with NDE's priority of closing opportunity gaps for students who have traditionally been underserved. There are approximately 35 students in the district still choosing to attend school virtually. These funds pay for the digital learning platform the teacher uses to provide services to these students.
 - e. USED #10: conducting other activities necessary to maintain the operation of services, employ existing staff, increase instructional hours that were reduced due to covid 19, and coordinate activities. Retention incentives for employees who completed the 2020-2021 school year and/or who signed on to work for 2021-2022. Approximately \$182,000. This initiative aligns with NDE's priorities of social-emotional support of students, educators, and staff and safe, efficient, and equitable reopening of school buildings. These incentives help retain a committed staff, which has an evidence level as "strong" as outlined in Florida State University's "An LEA Guide...."
4. All interventions utilized, including those described above, will assist the LEA in responding to the academic, social, emotional, and mental health needs of all students--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 and youth in foster care, and migratory students. The LEA ensures this impact through constant analyses of student performance data, analysis of SEL data, analysis of qualitative measures such as focus groups, parent and student interviews, and feedback provided through meetings.