

**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	Nashville School District
District LEA#	3105
City	Nashville
Superintendent Name	Douglas Graham
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	<a href="https://www.nashvillesd.com/">https://www.nashvillesd.com/</a>
Date posted	Revised and posted August 4, 2021

**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>\$375,000.00</p> <p>Cleaning supplies P.O.C. Stipend Cleaning Services 2 extra Janitors</p>

		Supporting student mental health needs. Locating absent students and reengaging disconnected youth. Providing safe and inclusive learning environments. Providing healthy learning environments.	
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.	\$429,374.00 I-waves Classroom Cameras
198	Transportation	Transportation costs to reduce the spread of COVID-19.	\$844,562.00 6 pre- state approved buses Bus cameras
			\$1,648,936.00

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.

ARP ESSER total allocation\_ \$ 5,089,959.00 minimum 20% set-aside\_ \$ 1,017,992.00

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	\$777,160.00  K-2 Reading Curriculum k-5 Math Coach 6-10 Math Coach 1-Sped. Teacher
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).	\$1,013,640.00.00  4-LLC'S 3-Aides
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).	\$294,606.00  After School Tutoring
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).	\$371,556.00  Summer School
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	\$107,796.00  Edgenuity- Credit recovery & Summer School Light Speed Software E-Notes Gabbart

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)	
			\$2,564,758.00

**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.

Description: Nashville School District, will ensure the use of assisted programs (Smart-data dashboard, light speed software) that are available, to increase the academic needs, safety and social emotional well-being of our students. Our district will focus on non-discriminatory programs for all sub-groups including gender, race, ethnicity, and socio-economic status. Additionally, our district will initiate professional development in these areas for all staff. NSD, has built a support team that includes community partners to ensure undeserved students get support outside of the classroom. NSD provides a free food pantry for all families, as well as summer meals. All students are provided with a personal Chromebook and taught how to download lessons at school to the device to ensure those without internet at home can continue to work on course work while at home. All students are provide access to diverse curriculum's, technology, guidance counselors, social workers, classroom-student supplies, tutoring, summer school, individualized intervention and highly qualified teachers, who are specialist in their content as well implementing culturally-relevant teaching practices and fully embracing the differences among their students.

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

Evaluation: The Nashville School District, through the Federal Programs Coordinator requires each school to study the data collected by the needs assessment, formative and comprehensive assessments, and teacher/Learning Loss coaches suggestions each year. The data used is drawn from student achievement, survey data from students, parents, and staff, program data, and demographic data of students. The data is analyzed and needs are

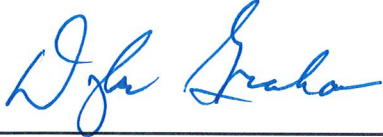
identified. Then, the decisions are made to best meet the needs of all students. Then, the school leadership team in combination with the district leadership team and federal programs coordinator work together to research evidence based strategies and programs that will benefit each school and student. These are then placed in the budget and funding is secured from federal, state, and local sources. NSD will address unfinished learning from the prior year by using district developed resources and state and local assessments to address unfinished learning. Student Aspire, ACT, DLM, ELPHA, DIBELS, Smart-data dashboard and I-Station assessment data will be evaluated to ensure skills and standards need to be addressed at the beginning of the school year. Grades K-6 will hire three learning loss coaches and three para-professionals. A daily schedule (55 minute) will be devised for small group individualized instruction. During the intervention block, NSD will use a Science of Reading Direct instruction approach utilizing printed materials from Istation. Additionally, all strands of the Scarborough Rope will be addressed through various intervention activities approved by the Arkansas State Department of Education including, but not limited to: Wonders, Wordly Wise, Amplify, Heggerty and Words Their Way. Students will have progress monitoring associated with the intervention activities completed every ten days to assess growth and make adjustments to intervention lessons. Grades 7-12 will create a 40 minute daily intervention time in their master schedule. Students will be placed in groups based on their specific needs. (If math scores are lower than other areas they will receive specific math instruction, literacy etc...)

- Student screening and assessment of the essential standards
- Student procedure review (COVID/Health guidelines)
- Social-emotional support (Light Speed Software- monitor signs/warnings of mental health distress)
- Review of the learning processes (google classroom)
- Technology use/training, and safety guidelines.

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.	\$835,000.00 Online Virtual Program Tech. Infrastructure
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures.	\$41,265.00 Front-Line Central

		Recruitment and retention of a diverse and qualified educator workforce.	Recruitment & Hiring Software
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	
			\$876,265.00

	8-6-2021
<b>SUPERINTENDENT NAME (printed) and SIGNATURE</b>	<b>DATE</b>