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 Lighthouse Academies
District LEA#	6050700
City	North Little Rock
Superintendent Name	LaShawnDa Noel
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	https://www.lha.net/arkansas/compliance/
Date posted	August 15, 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	Actions or systems implemented to prevent, prepare for, and respond to COVID-19. *This includes medical staff that is trained in the latest COVID processes and providing*	$450,000

		them telehealth opportunities and all necessary training as it becomes available, systems, and equipment for daily health care and monitoring.	
		Meeting the nutritional needs of underserved students. ***ALA will provide free meals to all scholars for the 2021/2022 school year. ALA also is starting a food pantry and nutrition program. This program will include making healthy choices, instruction on the preparation of food, and gardening.***	$250,000
		Supporting student mental health needs. ***Counselors are available virtually and onsite for students.***	$200,000
		Locating absent students and reengaging disconnected youth. ***Family Engagement Coordinators will be utilized to assist with locating and keeping families engages in school activities***	$200,000
		Providing safe and inclusive learning environments. Providing healthy learning environments. ***Both of these items will be addressed through the following: temperature stations at every entrance, access to hand sanitizer throughout the buildings, water bottle filling stations, circulation of fresh air, and ample time outside for play and learning, beyond the walls opportunities for learning away from the school building, flexible seating in classrooms, pods, and***	$125,000

		stations set up for smaller group learning with teacher aids and co-teaching staff..	
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. ***This includes the addition of outdoor learning spaces to allow for open-air classrooms, garden and greenhouse spaces, makers spaces, and entrepreneurial centers.***	$1,500,000
198	Transportation	Transportation costs to reduce the spread of COVID-19. ***Adding 2 more buses to the fleet to accommodate more families that need transportation and allow for better spacing of scholars. This includes maintenance and daily sanitizing.***	$238,000

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 <u>minimum of 20%</u> 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 <u>evidence based practices</u> 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 <u>Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes</u>. 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 $ 6,537,361.55. Minimum 20% set-aside $ 1,307,472.31

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). - Science and Social Studies curriculum to round out the scholar experience - Digital-Enhanced Curriculum to support 21st-century skill development - Professional Development for curriculum and best practices - Adaptive Technology for scholars in need and as needed	$600,000
170, 180, 182, 184	Accelerating learning through instructional approaches.	Tutoring programs: High-dosage tutoring is 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). - Subject Specialists for coaching and support highest need scholars. - Interventionists for modeling and supporting high need scholars - Reignite Retired Teachers for providing scholars with additional support during small-group instruction - ALA HS/Elementary Partners to leverage the mentoring capabilities of scholars and provide an opportunity for developing future educators.	$750,000
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). - Saturday Enrichment includes tutoring and experiences around the local area to enhance the educational experience. - Afterschool Beyond the Walls Learning Experiences to allow parents and community members the time and space to make an impact on our scholars.	$300,000

		- AgSTEM Professional Development for educators to better deliver on program objectives.	
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). - ALSEA provides scholars with a summer learning opportunity that builds on the school year and adds a summer camp feel for scholars that may not have access. - Entrepreneurial centers to promote engagement and develop business acumen and sustainable business practices.	$750,000
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). - Training on curriculum programs, technology, and assisting their scholars. - Professional Development for educators and staff to support families and use the technology. - Programming Plans and Roll-Outs that continue throughout the year for ongoing support.	$50,000
180, 181, 182	Using data about students' opportunities 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). - Design, develop, and train all staff to use smart data trackers - Engage parents and community users data	$75,000
170, 180, 182, 183, 184, 185	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 - Internship Experiences - Concurrent Courses - Coding and Robotics	$150,000

180, 182	Addressing resource inequities	Provide wrap-around services for students (effect size .44-.77, Tier 3) - Youth Activity and Athletic Programs - Financial Literacy and Wealth Building - Nutritional and Food Insecurity Sessions	$50,000
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) Digital Library database and community resources	$65,000

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: Arkansas Lighthouse Academies will review the plan with stakeholders and staff to check for clarity and understanding. School and district leaders will work together to design implementation plans for all areas. The plans will be reviewed and approved by the Ready for Learning Teams using an in-house designed rubric to ensure that the plans are designed to reach the scholars and families most in need. The plans will include action item dates. Before each action item date, school leaders will provide written communication about the progress that has been made and any adjustments that were made. Throughout the process, site visits will be used to monitor the on-the-ground impact. The Ready for Learning Teams will meet monthly to review progress and make recommendations.

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

Evaluation:
Arkansas Lighthouse Academies will routinely and consistently use data trackers from our assessment tools, eSchool, and surveys to monitor the impact the interventions are having on the populations listed above. Through these evaluations, with the support of the Ready for Learning Teams, we will adjust practices, increase communication, and solicit specific strategies from our scholars and families for ways we can improve our offerings.

For interventions, we will monitor the progress of groups versus the whole in order to see how effective the strategies are compared to scholars not receiving the same interventions. In addition to monitoring for academic growth and concept mastery, we will monitor levels of engagement and community impact through surveys, attendance sheets, and interviews. We will select families at random throughout the year to measure the scope of impact on different population groups so that data is coming from families and scholars that may not be

completing surveys or currently participating in the programs.

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. - Virtual Reality Equipment - Coding and Robotics	$500,000
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce. - High Need Position Retention Bonuses	$200,000
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls. - Nutritional Disruptions	$84,360

LaShawnDa Noel	August 15, 2021
SUPERINTENDENT NAME (printed) and SIGNATURE	**DATE**