

**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	Lonoke School District
District LEA#	4301000
City	Lonoke
Superintendent Name	Jeff Senn
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	<a href="http://www.lonokeschools.org">www.lonokeschools.org</a>
Date posted	5-24-22

**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	Actions or systems implemented to prevent, prepare for, and respond to COVID-19.	<b>\$167,280.78</b>

		<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.	<b>\$401,506.67</b>
198	Transportation	Transportation costs to reduce the spread of COVID-19.	<b>\$435,500</b>

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.

(Please see final allocation table)

ARP ESSER total allocation\_\$3,198,428\_minimum 20% set-aside\_\$ \_639,685.60\_\_\_\_\_

Program Code	Evidence-based interventions	Description	Projected Amount
170	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	<b>\$52,267.23</b>
170	Accelerating learning through instructional approaches.	High Dosage 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).	<b>\$288,020.28</b>
170	Accelerating learning through instructional approaches.	Out-of-school time programs (afterschool and extended instructional time): 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).	<b>\$123,004.05</b>
170	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).	<b>\$111,616.07</b>

170	Supporting equitable access and effective use of technology	Educational technology: Engage family in digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3).	
170	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	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 -Early childhood expansion or enhancement	<b>\$244,387.79</b>
170	Addressing resource inequities	Provide wrap around services for students (effect size .44-.77, Tier 3) -full service community schools	
170	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. -Professional Learning Communities (Tier 2)	<b>\$100,000</b>

**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.

Lonoke School District will use 2021 & 2022 iReady diagnostics, ACT Aspire, ACT and other data sources to identify loss of learning and the impact the COVID-19 pandemic has had on our students. The number of students performing on grade

level for Reading and Math was identified as the most significant impacts of the loss of instruction for our students. The district will utilize the Wit & Wisdom curriculum and accompanying texts, along with other materials aligned to the Science of Reading, to help support students by scaffolding reading foundations in our curriculum and in our Response to Intervention. Edgenuity will be utilized at the upper grades to help mitigate loss of learning. All schools will be implementing a Rtl block during the school day to combat learning loss. To ensure staff are effectively meeting student needs, Solution Tree will train all staff in how to effectively communicate through Professional Learning Communities. Additionally, we will be providing an after school program and a summer school program for those students who continue to struggle. To help address the needs of struggling and dyslexic readers, literacy teachers will be trained in Phonics First/Structures. Two certified interventionists, one at the elementary level and another at the secondary level, will be hired to provide small group interventions with those students identified as needing extra help. To address social and emotional learning, the District will implement "Capturing Kids' Hearts." LPSD will be employing a Communications Director, who will aid staff in locating students who never returned to instruction after the closure in 2020. She will also keep parents abreast of pertinent information by updating our website, managing our social media accounts, and using all other means of communication available. Additionally, she will daily communicate COVID numbers and quarantining information. She will also assist in recruiting staff by marketing our District..

Data will be continuously analyzed to determine areas of weakness for the district at the school and teacher level. Public comments attached to our Ready for Learning plan will be reviewed and considered as we monitor and update our Ready for Learning Plan and our American Rescue Plan.

The district will utilize a full time Migrant tutor for the district to ensure the needs of all migrant students are being met. Federal funds will be used to help address any needs of the students and provide supplemental materials to ensure the success of all students. The migrant tutor will provide one-on-one tutoring services to students identified as qualified for these services. The district Homeless Liaison will be responsible for working with the school level counselors to ensure our families within the district are aware of the homeless rights and services offered. The liaison will provide ongoing updated lists of all homeless and students in foster care.

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

Lonoke School District will utilize data from the iReady diagnostics, ACT Aspire, and ACT statewide assessment data to monitor the effectiveness of the implementation of the new curriculum and address areas of weakness. The assessments will show the gaps due to the COVID-19 pandemic are closing based on the number of students scoring at the Ready or Exceeding level or on grade level. Monthly meetings with


principals, PLCs, Rtl, and professional development will be provided and documented to support the overall implementation of our curriculum. Feedback will be provided from our teachers and staff through surveys.

The Migrant students within the district will be continuously monitored by our Migrant Paraprofessional. Students deemed Homeless or in Foster Care will also be monitored by the Homeless Liaison.

The number and nature of social media comments and shares, feedback from our parents, and hiring data will also serve as an evaluation piece for our protocols.

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.	<b>\$703,966.46</b>
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.	<b>\$570,878.67</b>

Jeff Senn 	5/23/22
<b>SUPERINTENDENT NAME (printed) and SIGNATURE</b>	<b>DATE</b>