



**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	Scholarmade Achievement Place of Arkansas
District LEA#	6060700
City	Little Rock
Superintendent Name	Phillis N. Anderson
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	<a href="http://www.scholarmade.org">www.scholarmade.org</a>
Date posted	08.08.22

**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,	Systemic Procedures	Actions or systems implemented to prevent, prepare for, and respond to COVID-19. Meeting the nutritional needs of underserved students. Additional staffing and equipment to accommodate increased workload and administration of funds.	40000
188, 189, 182	Services for special populations	Supporting student and staff wellness and mental health needs. Special services for students needs of low-income children or students, children with disabilities (including compensatory services), English learners, racial and ethnic minorities	50,000
196, 197	Facility repairs and improvements	School facility repairs, additions, and improvements [MPR; HVAC; Sanitation and Disinfectant] to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.	900,000
198	Transportation	Transportation costs to reduce the spread of COVID-19.	150000
<b>Total</b>			<b>1,140,000</b>



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**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 \$2,075,380.95 - minimum 20% set-aside \$415076.19 = \$1660304.76

Program Code	Evidence-based interventions	Description	Projected Amount
170, 180, 184	Accelerating learning loss through instructional approaches.	In-school acceleration: Licensed, degreed, or qualified educators [Instructional Coaches, Literacy and Math Interventionists 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 - materials that align to the Science of Reading and online options and platforms to support learning anywhere.	\$250,000
170, 180, 182, 184	Accelerating learning loss through instructional approaches.	Targeted Support: High-dosage tutoring provided consistently by well-trained tutors or educators [Apprentice Teachers/Success Coaches at least three days per week for at least 30 minutes at a time in groups of five or fewer students or a variation of (effect size 1.29, Tier 3). Consultants provide targeted support to leaders and teachers on developing sound pacing of lessons, identifying power standards, and a system for addressing unfinished learning. Building leaders capacity to develop teacher efficacy and performance in the classroom.	\$100,000
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).	\$25,000
170, 180, 184	Accelerating learning loss 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).	\$10000
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. Staff member will provide support to virtual families and to onsite families with online platforms (effect size .50, Tier 3).	\$5000



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Program Code	Evidence-based interventions	Description	Projected Amount
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).	\$5000
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	\$15000
180, 182	Addressing resource inequities	Provide wrap around services for students - mental health counseling, emotional intelligence wellness, (effect size .44-.77, Tier 3)	\$35000
170, 180, 182, 183, 184, 185	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. Emotional Intelligence PD; Conscious Discipline; Professional Learning Communities; Coaching PD (Tier 2)	\$25000
<b>Total</b>			<b>\$470000</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.

Description: In order to reach our annual goals, the district conducted a comprehensive needs assessment who have experienced academic gaps in their learning as well as in opportunity. Students who operating below grade level and those who are at risk of failing through multiple data points including NWEA performance and state assessments are identified.

Students' performance on NWEA, a formative assessment given three times a year, is analyzed on an ongoing basis and throughout the year as well student's performance on ACT Aspire Formative Assessments are analyzed and used as a predictor of student academic needs. Additional students requiring supports and services to remove barriers to learning will be added. Modifications will be made ongoing.

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

Evaluation: The effectiveness of the strategies will be measured by student performance. Students who make academic gains as measured by NWEA, grades, and formative assessments will serve as indicators of effectiveness.



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**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, Coaching and Development	Technology and connectivity that supports learning and enables students to learn anywhere and for teachers to teach essential standards.	\$70000	
160, 180	Additional pay; Recruitment and Retention Activities	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce and retention and recruitment of students.	\$265000	COM-23-008
181	School leadership resources	Professional development and ongoing leadership coaching.	\$30380.95	
166	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	\$100000	
<b>Total</b>			<b>\$465380.95</b>	

<b>Grand Total</b>	\$2,075,380.95
<b>Balance</b>	\$0

Phillis N. Anderson  
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**SUPERINTENDENT NAME (printed) and SIGNATURE**

08.03.22  
 \_\_\_\_\_  
**DATE**