

**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	Lake Hamilton
District LEA#	2605
City	Pearcy
Superintendent Name	Shawn Higginbotham
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	<a href="https://lhwolves.net/page/covid-19">https://lhwolves.net/page/covid-19</a>
Date posted	Originally posted 8/13/21, Revised 11/1/21, Revised 5/23/22, Revised 8/11/22, Revised 4/4/2023

**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.	\$30,000.00

		<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.	\$200,000.00
198	Transportation	Transportation costs to reduce the spread of COVID-19.	
166	Loss of Revenue		\$550,141.00

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 \$9,766,894.68 minimum 20% set-aside \$1,953,378.94

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	\$2,749,859.00
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).	
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).	\$150,000.00
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).	\$250,000.00
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	

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)	\$200,000.00

**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: The Lake Hamilton School District will monitor the implementation of the interventions in place to address the academic needs by collecting data from the spring 2022 ACT Aspire, fall 2021 NWEA, and I station assessment results. ESSA School Index reports will provide an overall look at each building in terms of achievement, growth, and school quality and student success indicators. This review of data will determine which students need support from reading and math interventionists, dyslexia interventionists, and ESOL teachers and paraprofessionals. We will also use data points on attendance, engagement, discipline referrals, and sub population data to create a needs assessment for the building and district.

Data walls will be created to visualize students who are on track and those who are not for meeting grade level standards. This process will enable leadership teams from each building to monitor the progress of these at-risk students as teachers move through their curriculum units and common assessments.

Grade level and content area learning teams will meet to look at common assessment data. Data walls be updated and learning teams will plan, research, and use strategies to improve instruction based on the instructional model for the district.

All parents will receive progress reports that will inform them of their child's progress in learning grade level essential standards.

Principals will update the district guiding coalition of the progress monitoring of data from their buildings.

The Lake Hamilton School District will monitor the social, emotional, and mental health needs by observing how the Guide for Life is being presented by each group of building counselors. The information shared in the Guide for Life curriculum will be shared with parents with ideas of how they can help with their child's social, emotional, and mental health at home.

The district's two new social workers will work in conjunction with the building counselors to address the social, emotional, and mental health needs of students. This team will review data from referrals to look for trends in student needs and develop plans to provide support to students who may need one-on-one or small group sessions. The team will use data collected that looks at the whole child. Data collected will include attendance, academic growth and performance, engagement and discipline referrals. Student surveys will be utilized to determine the areas of social, emotional, and mental health needs the students may need additional support in from teachers, administrators, counselors, and other staff.

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

Evaluation: The Lake Hamilton School District will evaluate the effectiveness of these interventions that address academic needs and social, emotional, and mental health needs through information and data shared through the building level leadership teams and the district level guiding coalition meetings.

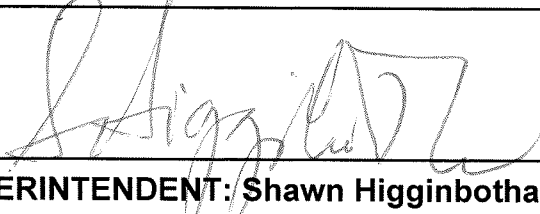
Final evaluations of interventions in place will include an overview of all data points (student attendance, academic growth and performance, engagement, and discipline referrals)

The district and each school will use the beginning of the year Needs Assessment and current data to see where interventions are successful and unsuccessful. Professional development needs will be driven from the results of the data collected.

**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	\$600,000.00

		for teachers to teach essential standards.	
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	\$4,936,894.68
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	
191	Indirect Cost	Rate 3.08%	\$100,000.00

	
<b>SUPERINTENDENT: Shawn Higginbotham</b>	<b>DATE 4/4/2023</b>