

American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: Michigan Connections Academy

2020 - 2021

Recipient Code: 33911

- ☐ The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

Please describe the extent to which and how the 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 schools, in order to continuously and safely open and operate schools for in-person learning:

Michigan Connections Academy is a full-time virtual school, offering students a reputable, sustainable, safe and engaging virtual option during the pandemic when brick and mortar schools were transitioning to hybrid or virtual coursework or were closed. The school will use ESSER funds to sustain virtual operations and for salaries and benefits for staff providing instruction and support to students who are at risk of not succeeding due to missed schooling due to COVID-19 or other reasons.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

Our teaching staff and administration will collaborate throughout the school year to review our current curriculum resources, pacing guides, and State guidelines to ensure accurate identification of the key standards in core courses as well as appropriate alignment between courses within and between content areas. This work will be significantly influenced and informed by the work that our teaching staff continuously does in identifying 'essential' standards, alignment of curriculum, and review of best practice in teaching. The expectation will be to identify approximately five key grade level standards and to identify appropriate supports and 'just in time' learning practices to ensure all students will be able to access grade and age-appropriate learning.

Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

In heeding the advice of MDE that strongly recommends we carefully reflect about the best use of these funds, Michigan Connections Academy believes that preserving our staffing is necessary to maintain the operation of and continuity of services at Michigan Connections Academy and continuing to employ our existing staff of Michigan Connections Academy.

Please 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 (see below) to address the academic impact of lost instructional 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.

The school will ensure that interventions implemented will respond to academic, social, emotional, and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students. All students receive personalized and differentiated instruction and staff assess the unique needs of each student on an individual level and

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subgroup level to ensure that all students have access to the educational and instructional services needed to succeed. Personal learning plans take into account the academic, social, emotional, and mental health needs of each individual student. Data is reviewed across all grade levels and all core subjects and broken down into subgroups (ethnicity, economic status, EL, homeless, sped, cohort status, late enrollment, other at-risk factors, etc.) and used to determine the needs of individual students, subgroups, and the school as a whole and to determine best ways to address those needs for continuous improvement. Student data is housed in the school's EMS and is shown in real-time so that teachers and staff can see when a student is falling behind and can work with that student, their family, and appropriate staff to determine what that individual student needs to succeed and how the staff can support that student's success.