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 Connections Academy
District LEA#	4447
City	Bentonville
Superintendent Name	Nicole Stephens
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	https://www.connectionsacademy.com/arkansas-virtual-school/overview/governance/notices
Date posted	April 29, 2022

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. Meeting the nutritional needs of underserved students. Supporting student mental health needs.	NA – ESSER 3 funds will not be used in this category.

		Locating absent students and reengaging disconnected youth. Providing safe and inclusive learning environments. Providing healthy learning environments.	
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.	NA – ESSER 3 funds will not be used in this category.
198	Transportation	Transportation costs to reduce the spread of COVID-19.	NA – ESSER 3 funds will not be used in this category.
180, 183, 182	Counseling	Counselors/advisors providing supplemental college and career counseling and advising; social-emotional, mental health, and behavioral supports; and access to organizations and resources to address unique needs of low-income students, students with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, including outreach and service delivery to meet the needs of each population.	$292,900.00
180	Professional Development and Teacher Supports	Training and professional development to improve teaching strategies and teacher supports to improve school culture.	$14,350.00
180	Incorporating Social Events into School Curriculum; Parent Engagement; Improving School Climate; Onboarding	ARCA will use ESSER 3 funds for field-trips and social events to enhance learning, promote school climate, and engage parents and students.	$95,195.46

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 $2,161164.65 minimum 20% set-aside $432,232.93

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	$1,655,419.19
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).	
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).	
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).	$103,300.00
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	Utilize data to understand where and how resources should be allocated to address student access to opportunity to learn	

	target resources and support	(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	
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)	

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:

All students receive personalized and differentiated instruction and staff assess the unique needs of each student to ensure that all students have access to the educational and instructional services needed to succeed. Personal plans taken into account the academic, social, emotional, and mental health needs of each individual student, including those disproportionally impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. 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 Education Management system (EMS) and is show 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.

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

Evaluation:
Impact of instructional reform strategies, including those funded with ESSER, include progress toward school's SMART goals. Data used to assess progress toward goals includes: state test results, internal formative assessments, student attendance, student participation, student and family contact rates with teachers, teacher observations, at-risk factors and escalation. All data is compiled, reviewed, and discussed throughout the year at PLC meetings, data meetings, faculty meetings, leadership retreats, Title I Planning Committee meetings, Title I Parent meetings. 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. All students receive personalized and differentiated instruction and staff assess the unique needs of each student to ensure that all students have access to the educational and instructional services needed to succeed. The ARP ESSER Plan will be revised as needed throughout the school year when it is note that improvements need to be made and/or changes are necessary to ensure continuous improvement.

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.	
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.	

Nicole Stephens *Nicole Stephens* Nicole Stephens (Apr 27, 2022 17:47 CDT)	04/27/2022
SUPERINTENDENT NAME (printed) and SIGNATURE	**DATE**