

Sankofa School of Creative and Performing Arts

ARP ESSER III Funding Plan

Part 1: Strategies for Prevention and Mitigation of COVID

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.

The COVID-19 pandemic caused many challenges to Sankofa School of Creative and Performing Arts and staff; however, we are proud to have implemented safety measures that allowed us to keep our schools open during the school year with only occasional school closures for deep cleaning and staff adjustments that allowed for the continuity of all school services.

In consultation with stakeholders and through meetings by various stakeholder groups, the following strategies/items have been identified as needs for Sankofa School of Creative and Performing Arts to continue to serve our students effectively throughout the 2022-2024 school years.

ESSER III Project	Strategy/Item for Prevention & Mitigation
Prevention and Mitigation of COVID-19	Sankofa School of Creative and Performing Arts will continue to implement protocols established by the Oklahoma State Department of Health and the Centers for Disease Control and Prevention to ensure the safety of students, staff and community members. Federal funds may be used to fund expenditures for personal protective equipment, sanitation materials and supplies and staff salaries and benefits.

Part 2: Strategies for Addressing Learning Loss

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, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. At least 20% of the ARP ESSER III budget is required to be spent in this area.

ESSER III Project	Strategy for Addressing Learning Loss
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Salaries and benefits to address Learning Loss (Intervention Teachers, Reading Specialist, Summer and Extended Day Intervention Teachers/Tutors)	Provide math and literacy intervention by employing staff to track student progress on benchmark assessments and individual literacy and math skills; Provide instructional coach to assist teachers in developing plans for specific students who are at risk due to the COVID-19 pandemic; Communicate effectively with all teachers; Communicate effectively with parents of EL students
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- Required minimum of 20% of the ARP ESSER III Allocation to address the impact of lost instructional time
- Planned projects using ARP ESSER III funds to address lost instructional time due to COVID = 80% of the ARP ESSER III Allocation

Part 3: Other ARP ESSER III Expenditures

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

Expenditure	Allowable Use
Retention Stipends/Benefits	Sankofa School of Creative and Performing Arts will provide stipends for staff who work diligently through the pandemic allowing the school to remain open as well as providing learning in a remote learning environment for parents who chose to have their children educated in a remote learning environment as well as for students who are quarantined as a result of the COVID-19 pandemic
Professional Development for Teachers and Staff	Professional Development for staff in research based Engagement Activities to help teachers meet and surpass their goals for student achievement.
Indirect Cost	Sankofa School of Creative and Performing Arts will spend the allowed indirect costs associated with the ARP ESSER III Funds which are necessary to do provide continuity of services.

Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

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 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.

Sankofa School of Creative and Performing Arts serves approximately 200 students. It has a 96% attendance rate. Ten percent of the student population is served in the Special Education program with 90% economically disadvantaged.

Subgroup	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Economically Disadvantaged Students	1:1 chromebooks for school and virtual learning as needed Curriculum for Distance learning Tutors as needed based on learning gaps Learning Specialist for special population that will need additional support	School Supplies as needed....i.e. Lunch box, backpack, water bottle etc. Allow for remote meal service for families when students are learning remotely /virtually Access to all summer enrichment and special classes.	Classroom Mentors Social Emotional curriculum Responsive Classroom implementation Professional Development for staff	Partnership with outside counseling and therapy resources as needed Classroom behavior or academic plans to support mental health Parent community nights with local support partners
Students of Color	1:1 chromebooks for school and virtual learning as needed Curriculum for virtual learning Interventionist as needed based on learning gaps Learning Specialist for special population that will need additional support	Allow for remote meal service for families when students are learning remotely /virtually Access to all enrichment and special classes. Parent Liaison	Classroom Mentors Responsive Classroom implementation, resources and continued professional development	Partnership with outside counseling and therapy resources as needed Classroom behavior or academic plans to support mental health Curriculum resources
Disabled Students	Targeted Interventions based on IEP needs Learning Specialist for special needs population	Allow for remote meal service for families when students are learning remotely /virtually	Classroom Intervention Services Responsive Classroom implementation, resources and continued professional development	Targeted behavior interventions base on RTI data Classroom behavior or academic plans to support mental health

		Access to all enrichment and special classes.		
Homeless Students	<p>1:1 chromebooks for school and virtual learning as needed</p> <p>Curriculum for virtual learning to be purchased and implemented</p> <p>Homeless Liaison to provide wrap around services</p>	<p>School Supplies as needed</p> <p>Allow for remote meal service for families when students are learning remotely /virtually</p> <p>Access to all enrichment and special classes.</p>	<p>Classroom Mentors</p> <p>Responsive Classroom implementation, resources and continued professional development</p>	<p>Partnership with outside counseling and therapy resources as needed</p> <p>Classroom behavior or academic plans</p>