

Sankofa School of Creative and Performing Arts

FY24 ARP ESSER III Funding Plan

Agenda: April 22, 2024

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 2023-2024 and into the 2024-2025 school year.

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.
Contracted Custodial Services/Individuals	<ul style="list-style-type: none">To provide cleaning, sanitizing of all buildings, surfaces, outside equipment—anything that staff or students touch to prevent spread of viral illnesses including Covid 19.Contracted Security Personnel/Services to make sure unauthorized guests are not allowed on campus who might possibly be sick or dangerous.

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
Salaries and benefits to address Learning Loss (Intervention Teachers, Reading Specialist, Summer and Extended Day Intervention Teachers/Tutors, Principal to guide use of data to plan learning)	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

- 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.

EXPENDITURES	ALLOWABLE USE
Retention Salaries/Stipends/Benefits	<ul style="list-style-type: none"> • Sankofa School of Creative and Performing Arts will provide salaries/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 result of the COVID-19 pandemic
Professional Development for Teachers and Staff	<ul style="list-style-type: none"> • Professional Development for staff in research-based Engagement Activities to help teachers meet and surpass their goals for student achievement.
Computer Devices	<ul style="list-style-type: none"> • To provide access to curriculum and teachers remotely to prevent learning loss and also to access gaps and then remediate such gaps.
Assessments	<ul style="list-style-type: none"> • Use of benchmark, software assessments, as well as the Iowa test to assess mastery, needs.
Indirect Costs	<ul style="list-style-type: none"> • 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, include but are 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 100 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 and desktop computers 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 On-going monthly Professional Development for staff to address learning loss	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 and desktop computers for school and virtual learning as needed Curriculum for virtual learning Interventionist as needed based on learning gap 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/Parental Involvement Coordinator	Classroom Intervention Services Responsive Classroom implementation, resources Continued professional development	Targeted behavior interventions base on RTI data Classroom behavior or academic plans to support mental health

Homeless Students	<p>1:1 chromebooks desktop computers 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 individual academic plans</p>
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Deborah Brown-Executive Director

4-22-2024

Date