

Sankofa School of Creative and Performing Arts

FY25 ARP ESSER III Funding Plan

Revised: April 22, 2024; August 8, 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	<p>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.</p> <ul style="list-style-type: none"><li>• To provide cleaning; sanitizing of all buildings; surfaces; outside equipment - anything that staff or students touch to prevent the spread of viral illnesses including COVID-19.</li><li>• Contracted Security Personnel/Services to make sure unauthorized guests are not allowed on campus who might possibly be sick or dangerous.</li></ul>
Contracted Custodial Services/Individuals	

Subgroup	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
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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.
Classroom Supplies	Flash Cards; Headphones; Paper; Tape; Notebooks; Differentiation Strategies for Language Arts; Building Vocabulary; Fact/Fiction; Dictionary; Thesaurus; Math Flash Cards; pencil sharpener; storage carts;

- 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	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 a result of the COVID-19 Pandemic

Subgroup	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
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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.
Computer Devices/Technology	To provide access to curriculum and teachers remotely to prevent learning loss and also to access gaps and then remediate the gaps. The School plans to purchase Android Tablets; Smart TV's; Media Wall with power mount; copernicus tech tub cart; Network; Software Technology and Social Media Sites maintained by Brandy Adamson; provides PD for teachers;para on software methods.
Assessments	Use of Benchmark; Software Assessments as well as Iowa test to assess mastery, needs
Vehicle	A small SUV or car to transport students in case of an Emergency; especially those who show symptoms of viral illness especially COVID-19.
Indirect Costs	Sankofa School of Creative and Performing Arts will spend the allowed indirect costs associated with the ESSER III Funds which are necessary to provide continuity of services: Air Purifier; Evacuation and Lockdown Kit; Printers; Fireking Storage Cabinet; AED Wall Mount Cabinet; Blood Pressure Monitor; Laminator; Power Strip; Hand Soap; fan; ceramic heater; vacuum; window shade; megaphone; safety signs; wet floor sign; janitor cart; lysol disinfectant

#### **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.

Subgroup	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
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*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*

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

Subgroup	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
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	<p><i>Learning Specialist for special population that will need additional support</i></p>	<p><i>Parent Liaison/Parental Involvement Coordinator</i></p>		
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<i>Homeless Students</i>	<p><i>1:1 chromebooks desktop computers for school and virtual learning as needed</i></p> <p><i>Curriculum for virtual learning to be purchased and implemented</i></p>	<p><i>School Supplies as needed</i></p> <p><i>Allow for remote meal service for families when students are learning remotely /virtually</i></p>	<p><i>Classroom Mentors</i></p> <p><i>Responsive Classroom implementation, resources and continued professional development</i></p>	<p><i>Partnership with outside counseling and therapy resources as needed</i></p> <p><i>Classroom behavior or individual academic plan</i></p>
	<p><i>Homeless Liaison to provide wrap around services</i></p>	<p><i>Access to all enrichment and special classes.</i></p>		



**Deborah Brown-Executive Director**

4-22-2024

Date

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