

American Rescue
Plan ESSER III
Spending 2023-2024

As a part of our agreement to stakeholder engagement, KIPP Tulsa, in partnership with our team and community, has designed a plan to use our ESSER III American Rescue Plan (ARP) Funds.

Signed into law by President Biden in March 2021, the ARP provides money for K-12 education. During the 2023-2024 school year, as we finalize the details of our district strategy plan, we will continue to seek input from multiple stakeholders, including teachers, other staff members, external partners, and community partners, as outlined in federal guidance for input and support.

Part 1:

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 to continuously help sustain the safe operation of schools and address the impacts of COVID-19 on the students by addressing students’ academic, social, emotional, and mental health needs.

COVID19 Safety Resources	Safety resources are posted throughout the buildings and on the website.	Using materials purchased with previous ESSER funds
Improvement to student congregating areas to encourage a safe and socially distanced learning environment	Furniture and fixtures, like tables and chairs.	Furniture and fixtures with a cost of \$20,000

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Part II:

The District will use the funds it reserved 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.

Investment	Strategy for Addressing Learning Loss
\$47,345/School	Amplify Curriculum and Independent Student Learning Libraries to support extended learning opportunities while addressing the impacts of school closures due to the COVID-19 pandemic. Online curriculum software like Imagine Learning for credit recovery and other curriculum programs to help bridge the gap left by the time outside the classrooms during the pandemic.
\$129,153.04/School	Salaries and benefits for Instructional Interventionists to assist student who has fallen behind in their studies from the time outside the classroom
\$11,835/District	Communication software like Deanslist to support student attendance and parent engagement while also providing safety and health updates.

Part III:

The District will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act.

1. Safe and Secure Schools and Campuses
2. Family, community, and Youth Engagement: Summer Programming, afterschool, and other extended learning and enrichment programs.
3. Academic Wellness and Behavioral Supports: Strategies to meet the social, emotional, and mental health and academic needs of students most affected by the pandemic.
4. Reducing possible needs for layoffs and supporting the needs by hiring staff as needed to address gaps.

Investment	Strategy for Addressing Learning Loss
\$16,100/School	Houghton Mifflin Harcourt Curriculum and Digital Libraries for instruction to support the learning gap left by the pandemic.
\$166,907.76/ School	Salaries and benefits for Counselors to assist with behavior interventions and study strategies for struggling students.
\$39,685.17 /District	Salaries and benefits for the Data Evaluator to support the district with the maintenance of the data of the different academic software that evaluates the academic progress of students
\$292,864/School	Salaries and benefits for Principal and Assistant Principal Staff to Continue to Employ Existing Staff to address the learning loss of students as a result of the COVID-19 pandemic.

Part IV:

The District must ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) [20% set-aside], will respond to the 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 migrator

1. Improve social barriers to promote healthy learning environments.
 - o Adequate learning materials
 - o Vital Nutritional programs that support students' well-being
 - o Continuing to offer tuition-free education
 - o Ensuring we have a solid infrastructure to get the best results for all students
 - o Addressing all inequalities and removing such exclusive barriers
 - o Improve parental education and information sharing
 - o Ensuring we have strong language/Bi-lingual policies to help improve educational outcomes of children whose native tongue is not the language of instruction
 - o Ensure we have effective crisis-sensitive continuing education plans that help prepare for potential disaster or conflict and provide equitable access to schooling in times of crisis or disaster.
2. Provide access to virtual learning tools and resources
 - o Provide adequate technology in the classrooms to support the instructional interventions
 - o Free access to WI-FI
 - o Design or adopt virtual learning portals for all students to be able to access.
3. Support community-appropriate educational access to meet the needs of students.
 - o Partnering with libraries and other external community partners to support learning initiatives
 - o Community/extracurricular activities for all students, including students with disabilities, including organized clubs or recreational programs, fine arts classes,
 - o Transition support programs support kids from middle to high to college.
 - o Multi-cultural partnerships to support the multiple cultures represented in our schools.

Distribute the most effective and accurate up-to-date- information regarding the importance of attendance and health and safety information:

- o Working with local, county, state, and national agencies to ensure we have the most accurate and up-to-date information on pandemic content.
- o Working with principals to communicate timely and periodic health updates to families.

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Investment	Strategy for Supporting the Most Vulnerable Populations
\$61,955.37 /School	English learners interventionist to support vulnerable students with a learning gap due to the pandemic and the language barrier.
\$13,606.89/ School	Classroom technology (interactive intelligent boards) to provide adequate learning conditions during instructional interventions.

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.

Subgroup	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Economically Disadvantaged Students	<p>Curriculum for virtual learning to be purchased and implemented</p> <p>Afterschool interventionist as needed based on learning gaps</p> <p>Reading intervention for special populations that will need additional support</p> <p>Translation Services are provided as necessary.</p>	<p>All School Supplies are supplied as needed.</p> <p>Access to counseling services</p> <p>Access to all enrichment and special classes.</p> <p>Access to nursing services</p>	<p>Individual and group counseling</p> <p>Round-ups with Principals</p> <p>Instructional Coaching to assist individual teachers</p>	<p>Classroom behavior or academic plans to support mental health</p> <p>Professional Development focused on Trauma Informed Teaching and Strategies.</p> <p>Mental health resources with local community agencies</p>
Students of Color	<p>Curriculum for virtual learning to be purchased and implemented</p> <p>Interventionist as needed based on learning gaps</p>	<p>Access to all enrichment and special classes</p> <p>Parent engagement events.</p>	<p>Instructional coaching and professional development for staff.</p> <p>Socio-emotional curriculum support</p>	<p>Partnership with outside counseling and therapy resources as needed</p> <p>Classroom behavior interventions</p>
EL Learners	<p>Curriculum for learning to be purchased and implemented</p> <p>Interventionist as needed based on learning gaps</p> <p>Learning Specialist for</p>	<p>School Supplies as needed</p> <p>Access to all enrichment and special classes.</p>	<p>Resources and continued professional development</p>	<p>Counseling and therapy resources as needed</p> <p>Classroom behavior or academic plans to support mental health</p>

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	special population that will need additional support			
Disabled Students	<p>Curriculum for learning to be purchased and implemented</p> <p>Classroom and pull-out interventions</p> <p>Review special populations that will need additional support</p>	<p>Small groups and one-on-one interventions</p> <p>Access to all enrichment and special classes.</p> <p>Social-emotional curriculum</p>	<p>Response to Intervention resources and continued professional development</p>	<p>Roundups with SPED Teachers</p>
Homeless Students	<p>Curriculum for learning to be purchased and implemented</p> <p>Interventionist as needed based on learning gaps</p> <p>Learning Specialist for special populations that will need additional support</p>	<p>Transportation assistance as needed.</p> <p>Access to all enrichment and special classes.</p> <p>Homeless Liaison</p>	<p>Mentors</p> <p>Response to Intervention, resources and continued professional development</p>	<p>Partnership with outside counseling and therapy resources as needed</p> <p>Classroom behavior or academic plans to support mental health</p>
Foster Care Students	<p>Curriculum for learning to be purchased and implemented</p> <p>Interventionist as needed based on learning gaps</p> <p>Learning Specialist for special populations that will need additional support</p>	<p>School Supplies as needed</p> <p>Access to all enrichment and special classes.</p>	<p>Classroom Partners or mentors as needed</p> <p>Facilitating Family Meetings</p>	<p>Partnership with outside counseling and therapy resources as needed</p> <p>Classroom behavior interventions as needed</p>