

Okmulgee Public Schools

ARP ESSER III Plan

(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 on reopening schools, in order to continuously and safely open and operate schools for in person learning.

(Part 2) 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.

(Part 3) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

(Part 4) 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, and children in foster care.



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ARP ESSER III 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.

COVID-19 and its variants have brought many challenges to Okmulgee Public Schools, but we are proud to have implemented safety measures that allowed us to keep our schools open during the 2020-2021 school year with only occasional school closures for deep cleaning and staff adjustments for the continuity of all school services.

In consultation with stakeholders and through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for Okmulgee Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2021-2022 school year.

| ESSER III Project | Strategy/Item for Prevention & Mitigation |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Buses | To provide more space for social distancing and for delivery of lunches for virtual students and distance learning days due to COVID |
| Renovate Bathrooms | To improve quality and replace surfaces for deeper cleaning to prevent the virus from spreading |
| Repair and Replace HVAC | Improve air quality and energy efficiency |
| Building Expansion | To expand the Cafeteria/ Gymnasium space to allow for social distancing and separate Physical Education Space from Dining Space to increase PE time and increase time for students to eat. |



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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 |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elementary Counselor (Matching salary with the Counselor Corp Grant) | Reduce the Counselor/ Student Ratio to more fully support the Social/ Emotional & Mental Health Needs of Students at All Levels by having a full-time counselor in each building: Elementary, Middle, and High School |
| Intervention Specialist | Establish Multi-Tier Systems of Support; Provide direct Tier I and Tier II intervention services with the most vulnerable students |
| Instructional Paraprofessionals | Embed Instructional Paraprofessionals within the primary grades under the direction of the Title I Reading Specialist to assist with small group instruction using Okmulgee's Tiered Systems of Support model for academic success |
| NWEA | Track student progress on assessments and individual language skills; |
| Parent Square | Communicate effectively with all teachers who provide instruction for a student; Communicate effectively with parents of all students |
| Alpha Plus | Formative and Summative assessments to track mastery of all standards |
| Instructional Coach | Plan and guide PLC's. Using blueprints and item specs to guide classroom instruction to show growth. Coaches will peer teach and mentor new teachers in the District |

- 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 = 83% of the ARP ESSER III Allocation



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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.

The planned projects in Okmulgee Schools ARP ESSER III Plan are all categorized in Part 1: Strategies for Prevention and Mitigation of COVID; or Part 2: Strategies for Addressing Learning Loss. We have no expenditures planned in the “Other” category.

| Expenditure | Allowable Use |
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Okmulgee Public Schools

ARP ESSER III Plan

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, and children in foster care.

Our Commitment to the Continuity of Excellence

Setting the Table to Support All Students with Extra Measures for MVPs MVPs = Most Vulnerable Populations

| MVPs | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students of Low-Socioeconomics | <p>Provide devices and connectivity for virtual learning as needed.</p> <p>Interventionist:</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> | <p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> | <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Interventionist and Counselor positions will allow more 1:1 interaction with students.</p> | <p>Added Counselor position:</p> <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Muscogee Nation.</p> |



| MVPs | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students of Color | <p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> | <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p> | <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> | <p>Added Counselor position: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Muscogee Nation.</p> |
| English Learners | <p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Summer and After-School programs designed for Els</p> <p>Purchase NWEA and Alpha Plus for tracking academic progress and for instructional planning for individual EL students</p> | <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Provide translation services for school's communications and documents through Apps, translators, and online services.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p> <p>Provide community classes for parents and extended family.</p> | <p>Added Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> | <p>Added Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Muscogee Nation.</p> |



| MVPs | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students with Disabilities | <p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Provide adaptive technology to close the Homework Gap for Student with Disabilities.</p> <p>Provide in-person learning for SWDs during Remote Learning days as possible.</p> | <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities for MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of students with disabilities in the school's culture and activities.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Intentionally seek ways for SWDs to be awarded for accomplishments. Celebrate successes with equal enthusiasm, such as Special Olympics send-offs and celebrations.</p> | <p>Added Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> | <p>Added Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Muscogee Nation.</p> |
| Students Experiencing Homelessness | <p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>The district will make every effort to</p> | <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> | <p>Added Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> | <p>Added Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Muscogee Nation.</p> |



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| | <p>receive school records from previous schools.</p> <p>Counselor: Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.</p> | <p>Outline plans to remove barriers for inclusion of homeless students in the school's culture and activities.</p> <p>Engage families and significant adults in the school's programs of academics and activities.</p> | | |
| Children in Foster Care | <p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> | <p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> | <p>Added Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> | <p>Added Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Muscogee Nation.</p> |

