

# *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.



# *Okmulgee Public Schools*

## *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.

| <b>ESSER III Project</b>       | <b>Strategy/Item for Prevention &amp; Mitigation</b>  |
|--------------------------------|---|
| <b>School Buses</b>            | To provide more space on route buses for social distancing and for delivery of lunches for virtual students and distance learning days due to COVID |
| <b>Renovate Bathrooms</b>      | To improve quality and replace surfaces for deeper cleaning to prevent the COVID and Flu virus from spreading.                                      |
| <b>Repair and Replace HVAC</b> | Improve air quality and energy efficiency to mitigate COVID and Flu virus   |



# Okmulgee Public Schools

## ARP ESSER III Plan

### 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  |
|---|--|
| <b>Elementary Counselor<br/>(Matching salary with the<br/>Counselor Corp Grant)</b> | Reduce the Counselor/ Student Ratio to more fully support the Social/ Emotional & Mental Health Needs of students at Okmulgee Primary by having a full-time Licensed Professional Counselor. Dunbar Intermediate and Okmulgee High School already have an LPC on staff.  |
| <b>Reading Specialist</b>   | Establish Multi-Tier Systems of Support; implement evidence-based Tier I instruction and provide direct Tier II intervention services with the most vulnerable students. Also provide Tier III intervention as needed.   |
| <b>Certified<br/>Instructional Staff</b>  | To maintain the present instructional certified staff and hire new instructional certified staff to create smaller class sizes in the Intermediate grades and High School that will allow teachers to more effectively address learning loss due to COVID. This also allows each teacher to better support online and distance learning students as well as teaching onsite students more effectively. |
| <b>NWEA</b>   | Track student progress on assessments and individual language skills grades PreK-12  |
| <b>Parent Square</b>  | Communicate effectively with all teachers who provide instruction for a student; Communicate effectively with parents of all students.   |
| <b>Summer School</b>  | We will hire certified and support staff to plan and implement summer school learning addressing the needs of low-income students, children with disabilities English learner students, those students experiencing homelessness and foster care students.   |
| <b>Instructional Coach</b>  | Plan and guide PLC's. Using blueprints and item specs to guide classroom instruction to show growth on state mandated assessments. Coaches will peer teach and mentor new teachers in the district as well as teachers scoring 1 or 2 on TLE.  |



# *Okmulgee Public Schools*

## *ARP ESSER III Plan*

- 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



# *Okmulgee Public Schools*

## ***ARP ESSER III Plan***

### **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.

| <b>Expenditure</b> | <b>Allowable Use</b> |
|--------------------|----------------------|
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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   |
|---------------------------------------|--|---|--|---|
| <b>Students of Low-Socioeconomics</b> | <p>Provide devices and connectivity for virtual learning as needed.</p> <p><b>Reading Specialist</b></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><b>Reading Specialist and Counselor</b> positions allow more 1:1 interaction with students.</p> | <p>Added <b>Counselor</b> position:</p> <p>Provide school counseling program to meet emergent needs.</p> <p>Use <b>Parent Square</b> to notify parents of scheduled counseling sessions with the on-site LPC.</p> |



# *Okmulgee Public Schools*

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|  | <p><b>Instructional Coach:</b></p> <p>Collaborate with teachers during PLCs weekly to unpack standards, review blueprints and item specs.</p> <p>Visit classrooms to peer teach, whisper coach and mentor new teachers in evidence-based instruction.</p> <p>Coach and support teachers scoring 1 or 2 on TLE.</p> <p>Purchase <b>NWEA</b> to assess learning loss and track student growth on high-quality assessments that are valid and reliable, and create an individual continuum of learning for each student.</p> <p>Utilize <b>Parent Square</b> as a line of communication with parents to notify of NWEA BOY, MOY and EOY testing, learning loss, and provide after school learning supports and reminders.</p> | <p>Utilize <b>Parent Square</b> to notify parents of in-school food pantries, washer and dryer support at each site, and clothing warehouse located at each site.</p> <p>Also, notify parents of before and after school extra activity opportunities at all sites.</p> | <p>Utilize <b>Parent Square</b> to notify parents of group counseling with onsite LPC on different topics students are experiencing in school due to COVID.</p> | <p>Refer to professional support through agencies and the Muscogee Nation.</p> |
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# *Okmulgee Public Schools*

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|  | <p><b>Summer School certified and support staff:</b></p> <p>Hire <b>Summer School certified and support staff</b> to teach 3 weeks in June for all students to recover learning loss due to COVID.</p> <p><b>Class-size Reduction- New Certified Staff</b></p> <p>Maintain present certified staff and hire new certified staff to create smaller class sizes for social distancing, to close the achievement gap widened further by COVID and teach virtual students more effectively.</p> |  |  |  |
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| MVPs                            | Academic Needs   | Social Needs  | Emotional Needs   | Mental Health Needs  |
|---------------------------------|--|---|---|--|
| <p><b>Students of Color</b></p> | <p>Provide devices and connectivity for virtual learning as needed.</p> <p><b>Reading Specialist:</b></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><b>Instructional Coach:</b></p> <p>Collaborate with teachers during PLCs weekly to unpack standards, review blueprints and item specs.</p> <p>Visit classrooms to peer teach, whisper coach and mentor new teachers in evidence-based instruction.</p> <p>Coach and support teachers scoring 1 or 2 on TLE.</p> <p>Purchase <b>NWEA</b> to assess learning loss and track student growth on high-quality assessments that are valid and reliable, and create an individual continuum of learning for each</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>Utilize <b>Parent Square</b> to notify parents of in-school food pantries, washer and dryer support at each site, and clothing warehouse located at each site.</p> <p>Also, notify parents of before and after school extra activity opportunities at all sites.</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><b>Reading Specialist and Counselor</b> positions allow more 1:1 interaction with students.</p> <p>Utilize <b>Parent Square</b> to notify parents of group counseling with onsite LPC on different topics that students are experiencing in school due to COVID.</p> | <p>Added <b>Counselor</b> position: 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>student.</p> <p>Utilize <b>Parent Square</b> as a line of communication with parents to notify of NWEA BOY, MOY and EOY testing, learning loss, and provide after school learning supports and reminders.</p> <p><b>Summer School Certified and Support Staff</b></p> <p>Hire <b>Summer School certified and support staff</b> to teach 3 weeks in June for all students to recover learning loss due to COVID.</p> <p><b>Class-size Reduction- New Certified Staff</b></p> <p>Maintain present certified staff and hire new certified staff to create smaller class sizes for social distancing, to close the achievement gap widened further by COVID and teach virtual students more effectively.</p> |  |  |  |
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| <p><b>English Learners</b></p> | <p>Provide devices and connectivity for virtual learning as needed.</p> <p><b>Reading Specialist:</b></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><b>Instructional Coach:</b></p> <p>Collaborate with teachers during PLCs weekly to unpack standards, review blueprints and item specs.</p> <p>Visit classrooms to peer teach, whisper coach and mentor new teachers in evidence-based instruction.</p> <p>Coach and support teachers scoring 1 or 2 on TLE.</p> <p>Utilize <b>Parent Square</b> as a line of communication with parents to notify of NWEA BOY, MOY and EOY testing, learning loss, and provide after school learning supports and reminders.</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>Utilize <b>Parent Square</b> to notify parents of in-school food pantries, washer and dryer support at each site, and clothing warehouse located at each site. Also, notify parents of before and after school extra activity opportunities at all sites.</p> | <p>Added <b>Counselor:</b> Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p><b>Reading Specialist and Counselor</b> positions allow more 1:1 interaction with students.</p> <p>Utilize <b>Parent Square</b> to notify parents of group counseling with onsite LPC on different topics that students are experiencing in school due to COVID.</p> | <p>Added <b>Counselor:</b> 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><b>Summer School certified and support staff:</b></p> <p>Hire <b>Summer School certified and support staff</b> to teach 3 weeks in June for all students to recover learning loss due to COVID.</p> <p><b>Class-size Reduction- New Certified Staff</b></p> <p>Maintain present certified staff and hire new certified staff to create smaller class sizes for social distancing, to close the achievement gap widened further by COVID and teach virtual students more effectively.</p> |  |  |  |
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| MVPs                                     | Academic Needs  | Social Needs  | Emotional Needs   | Mental Health Needs   |
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| <p><b>Students with Disabilities</b></p> | <p>Provide adaptive technology to close the Classroom and Homework Gap for Students with Disabilities.</p> <p><b>Reading Specialist:</b></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>Provide in-person learning for SWDs during Remote Learning days as possible.</p> <p><b>Instructional Coach:</b></p> <p>Collaborate with teachers during PLCs weekly to unpack standards, review blueprints and item specs.</p> <p>Visit classrooms to peer teach, whisper coach and mentor new teachers in evidence-based instruction.</p> <p>Coach and support teachers scoring 1 or 2 on TLE.</p> <p>Purchase <b>NWEA</b> to assess learning loss and track student growth on</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>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>Utilize <b>Parent Square</b> to notify parents of in-school food pantries, washer and dryer support at each site, and clothing warehouse located at each site. Also, notify parents of before and after school extra activity</p> | <p>Added <b>Counselor:</b> Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p><b>Reading Specialist and Counselor</b> positions allow more 1:1 interaction with students.</p> <p>Utilize <b>Parent Square</b> to notify parents of group counseling with onsite LPC on different topics that students are experiencing in school due to COVID.</p> | <p>Added <b>Counselor:</b> 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>high-quality assessments that are valid and reliable, and create an individual continuum of learning for each student.</p> <p>Utilize <b>Parent Square</b> as a line of communication with parents to notify of NWEA BOY, MOY and EOY testing, learning loss, and provide after school learning supports and reminders.</p> <p><b>Summer School Certified and Support Staff</b></p> <p>Hire <b>Summer School certified and support staff</b> to teach 3 weeks in June for all students to recover learning loss due to COVID.</p> <p><b>Class-size Reduction- New Certified Staff</b></p> <p>Maintain present certified staff and hire new certified staff to create smaller class sizes for social distancing, to close the achievement gap widened further by COVID and teach virtual students more effectively.</p> | <p>opportunities at all sites.</p> |  |  |
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| <p><b>Students Experiencing Homelessness</b></p> | <p>Provide devices and connectivity for virtual learning as needed.</p> <p><b>Reading Specialist:</b></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>The district will make every effort to receive school records from previous schools in a timely manner.</p> <p><b>Instructional Coach:</b></p> <p>Collaborate with teachers during PLCs weekly to unpack standards, review blueprints and item specs.</p> <p>Visit classrooms to peer teach, whisper coach and mentor new teachers in evidence-based instruction.</p> <p>Coach and support teachers scoring 1 or 2 on TLE.</p> <p><b>Counselor:</b><br/>Full or partial credit will be awarded to students for coursework completed before enrollment. Online</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>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> <p>Utilize <b>Parent Square</b> to notify parents of in-school food pantries, washer and dryer support at each site, and clothing warehouse located at each site. Also, notify parents of before and after school extra activity opportunities at all sites.</p> | <p>Added <b>Counselor:</b><br/>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p><b>Reading Specialist and Counselor</b> positions allow more 1:1 interaction with students.</p> <p>Utilize <b>Parent Square</b> to notify parents of group counseling with onsite LPC on different topics that students are experiencing in school due to COVID.</p> | <p>Added <b>Counselor:</b><br/>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>coursework will be used to recover credits.</p> <p>Utilize <b>NWEA</b> to assess learning loss and track student growth on high-quality assessments that are valid and reliable, and create an individual continuum of learning for each student.</p> <p>Utilize <b>Parent Square</b> as a line of communication with parents to notify of NWEA BOY, MOY and EOY testing, learning loss, and provide after school learning supports and reminders.</p> <p><b>Summer School certified and support staff</b></p> <p>Hire <b>Summer School certified and support staff</b> to teach 3 weeks in June for all students to recover learning loss due to COVID.</p> <p><b>Class-size Reduction- New Certified Staff</b></p> <p>Maintain present certified staff and hire new certified staff to create smaller class sizes for social distancing, to close the achievement gap widened further by COVID</p> |  |  |  |
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|                                | and teach virtual students more effectively.  |   |   |   |
| <b>Children in Foster Care</b> | <p>Provide devices and connectivity for virtual learning as needed.</p> <p><b>Reading Specialist:</b></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><b>Instructional Coach:</b></p> <p>Collaborate with teachers during PLCs weekly to unpack standards, review blueprints and item specs.</p> <p>Visit classrooms to peer teach, whisper coach and mentor new teachers in evidence-based instruction.</p> <p>Coach and support teachers scoring 1 or 2 on TLE.</p> <p>Purchase <b>NWEA</b> to assess learning</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>Utilize <b>Parent Square</b> to notify parents of in-school food pantries, washer and dryer support at each site, and clothing warehouse located at each site. Also, notify parents of before and after school extra activity opportunities at all sites.</p> | <p>Added <b>Counselor:</b> Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p><b>Reading Specialist and Counselor</b> positions allow more 1:1 interaction with students.</p> <p>Utilize <b>Parent Square</b> to notify parents of group counseling with onsite LPC on different topics that students are experiencing in school due to COVID.</p> | <p>Added <b>Counselor:</b> 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>loss and track student growth on high-quality assessments that are valid and reliable, and create an individual continuum of learning for each student.</p> <p>Utilize <b>Parent Square</b> as a line of communication with parents to notify of NWEA BOY, MOY and EOY testing, learning loss, and provide after school learning supports and reminders.</p> <p><b>Summer School Certified and Support Staff</b></p> <p>Hire <b>Summer School certified and support staff</b> to teach 3 weeks in June for all students to recover learning loss due to COVID.</p> <p><b>Class-size Reduction- New Certified Staff</b></p> <p>Maintain present certified staff and hire new certified staff to create smaller class sizes for social distancing, to close the achievement gap widened further by COVID and teach virtual students more effectively.</p> |  |  |  |
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