

Wickliffe Public School 46C035

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Wickliffe Public Schools Plan for American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Funds ARP – ESSER III Use of Funds Plan

Wickliffe Public School, through meaningful consultation with stakeholders by in-person collaboration has developed a plan for the use of allocated ARP- ESSER III funds. The following plan is the result from data gathered during this collaboration. More ideas will be put in place as extended collaboration is held with stakeholders of Wickliffe Public School. Following the American Rescue Plan Act (ARP) Elementary School and Secondary School emergency Relief Funds (ESSER) plan guidance provided by the United States Department of Education, this plan is posted on the school website www.wickliffeschool.com.

This plan is subject to change as needs are monitored throughout the school year.
Total Esser III/ ARP Allocations: \$137,646.83
20% Learning Loss Set Aside: \$18,878.67

Part 1: Strategies for Preventing and Mitigation of COVID

Wickliffe Public School will use ESSER III funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with CDC guidance on reopening schools to safely maintain an open school and conduct in-person learning. Wickliffe Public School will use our local and state health agencies as resources when making the best purchase decisions from ESSER III monies to help prevent school shutdown due to pandemic circumstances.

Wickliffe Public School will replace or repair facilities HVAC units and replace windows for ultimate improved airflow to prevent mitigation of COVID -19. Wickliffe Public School will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) 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, and English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.

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ESSER III Project		Strategy/Item for Prevention & Mitigation	
Sanitizing		Purchase cleaning supplies to sanitize and keep buildings from the spread of COVID-19.	
PPE		Purchase PPE, Water Bottles, and other devices that provide for students' safety during the COVID-19.	
Salaries		Provide 2 salaried for maintenance and janitorial services to lower the risk of spread of COVID-19.	

Part 2: Strategies for Addressing Learning Loss

Wickliffe Public School has met with students, parents, teachers, and community stakeholders for ideas on how to best spend our funds to close the instructional gap of our students. Stakeholder priorities from our collaboration to use a minimum of \$18,878.67 to include personnel to provide intervention services during school, afterschool tutoring, a Summer Academic camp, updating technology and textbooks. We plan to offer after-school and a Summer Academy using evidence-based interventions taught by certified teachers and instructional staff. The Summer Academy will possibly include, but is not limited to a STEM camp and tutoring in the core academic areas. Wickliffe Public School will provide transportation services for summer enrichment programs to meet the diverse needs of specialized groups, if necessary. Wickliffe Public School will reserve a minimum of 20% of our ESSER III funds to address the academic impact of lost instructional time.

Wickliffe Public School also plans to monitor and adjust ideas to meet student learning loss based on student performance needs. Priorities and ideas will continue to grow and develop during the use of our ESSER III funds availability.

ESSER III Project		Strategies for Addressing Learning Loss	
Reading and Math Tutoring		Provide tutoring with highly qualified personnel to address gaps and learning loss due to COVID-19.	
Summer Learning Academy		Provide standard based curriculum classes in the summer to assist in the learning loss of students during the pandemic.	
After School		Provide After School program to assist in learning loss.	
Curriculum		Purchase a science curriculum that will contain a virtual learning format to assist in virtual learning and repair learning loss.	

Part 3: Other ARP ESSER III Expenditures

Wickliffe Public School will spend the remaining ARP ESSER III funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act. With reserving the minimum of 20% for academic loss, the remaining budget is \$118,768.16. Wickliffe

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Public School will adhere to the expenditure guidelines put forth by the State Department of Education.

Expenditures	Allowable Use
Technology	Providing Chromebook and other technical accessories for students.
Salaries	Provide salary for certified staff to allow for social distancing in classrooms. Provide Salary for a Student Information Specialist to assist in contact tracing and communication with stakeholders.
General Expenditures	Provide funds to fund the increase of insurance.
Professional Development	Provide professional development opportunities for staff to learn proper procedures of sanitizing and cleaning to prevent to spread of infectious diseases.

Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

MVPs = Most Vulnerable Populations

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socioeconomics	Provide devices and connectivity for virtual learning as needed. Opening of Boys and Girls Club for after school assistance. Interventionist: Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning.	Opening Boys and Girls Club. Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs. Engage families in the school's programs of academics and activities.	Implement a Care Team– teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis. Interventionist will allow more 1:1 interaction with students.	Refer to professional support through agencies (Rocmnd and Grand Lake Mental Health) and the Cherokee Nation.

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MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Color	<p>Opening of Boys and Girls Club for after school assistance.</p> <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>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p> <p>Opening Boys and Girls Club.</p> <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p>	<p>Implement a Care Team– teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Interventionist will allow more 1:1 interaction with students.</p>	<p>Refer to professional support through agencies (Rocmnd and Grand Lake Mental Health) and the Cherokee Nation.</p>
English Learners	<p>Opening of Boys and Girls Club for after school assistance.</p> <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 Learning Academy designed for ELL.</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>Opening Boys and Girls Club.</p>	<p>Implement a Care Team– teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Interventionist will allow more 1:1 interaction with students.</p>	<p>Refer to professional support through agencies (Rocmnd and Grand Lake Mental Health) and the Cherokee Nation.</p>

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MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
<p>Students with Disabilities</p>	<p>Opening of Boys and Girls Club for after school assistance.</p> <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>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>Engage families in the school's programs of academics and activities.</p> <p>Opening Boys and Girls Club.</p>	<p>Implement a Care Team– teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Interventionist will allow more 1:1 interaction with students.</p>	<p>Refer to professional support through agencies (Rocmnd and Grand Lake Mental Health) and the Cherokee Nation.</p>

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<p>Students Experiencing Homelessness</p>	<p>Opening of Boys and Girls Club for after school assistance.</p> <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 receive school records from previous schools.</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>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>Opening Boys and Girls Club.</p>	<p>Implement a Care Team– teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Interventionist will allow more 1:1 interaction with students.</p>	<p>Refer to professional support through agencies (Rocmnd and Grand Lake Mental Health) and the Cherokee Nation.</p>
<p>Children in Foster Care</p>	<p>Opening of Boys and Girls Club for after school assistance.</p> <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>Opening Boys and Girls Club.</p>	<p>Implement a Care Team– teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Interventionist will allow more 1:1 interaction with students.</p>	<p>Refer to professional support through agencies (Rocmnd and Grand Lake Mental Health) and the Cherokee Nation.</p>
<p>Migratory Students</p>	<p>Identify any migratory students at the point of</p>	<p>Assess food security and provide added nutrition as needed</p>	<p>Implement a Care Team– teachers who commit to</p>	<p>Refer to professional support through</p>

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	<p>enrollment. Opening of Boys and Girls Club for after school assistance.</p> <p>Interventionist: Assess for learning targets.</p> <p>Implement Tier I, II, and III Instruction as needed.</p>	<p>through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Opening Boys and Girls Club.</p>	<p>intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Interventionist will allow more 1:1 interaction with students.</p>	<p>agencies (Rocmnd and Grand Lake Mental Health) and the Cherokee Nation.</p>
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