



**AMERICAN RESCUE PLAN
ELEMENTARY AND SECONDARY SCHOOL EMERGENCY
RELIEF FUND**

**Uses of Funds Plan
01/20/2022**

F24 Reviewed on 8/1/2023

District Name:	DOVE SCHOOLS OF TULSA
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URL:	https://www.doveschools.org/apps/pages/index.jsp?uREC_ID=1572802&ty&pREC_ID=2186639

The LEA must engage in consultation with stakeholders and give the public an opportunity to provide input. Specifically, the LEA must engage in meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, staff and unions. Further, the meaningful consultation must extend to Tribes, civil rights organizations (including disability rights organizations) and stakeholders representing interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students. Finally, the LEA's plan must be in an understandable and uniform format, written in a language that parents can understand, orally translated and, upon request by a parent who is individual with a disability, provided in an alternative format accessible to that parent. The Plan must consist of the following:

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 order to continuously and safely open and operate schools for in-person learning;

Dove Schools 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. ARP ESSER funds may be used to fund expenditures for personal protective equipment, sanitation, disinfection, cleaning supplies, barriers, furniture, storage, and staff to create safe and healthy in-person learning environment. Funds also may be used to repair and/or improve the indoor/outdoor school facilities to enable operation of schools to mitigate the risk of COVID-19 exposure and transmission.

Dove Schools may use funding to support the following programs to maximize in-person instruction time including,

- Summer/Intersession instructional programming,
- Retention/Hiring of staff,
- Use of teachers on special assignment and extra duty, and
- The implementation of after school, extended-day, extended-year tutoring and/or instructional programs.

2. How the LEA will use the funds it reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula funds] 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;

During the regular academic calendar days, each individual school will provide additional remediation and skill recovery sessions, tutoring, and extra instructional programs based on the students' specific needs and identified learning gaps. After-school tutoring, Saturday sessions, summer school, and intersession programs will be provided continuously throughout the year. These programs will include all new incoming students to our system as well as returning students.

Each individual site uses NWEA/Naiku data and teachers' observation data to identify students' tier groups. Students in tier groups are assigned to attend intervention programs. Each site uses differentiated intervention programs according to students' needs. Each site has / will have the following intervention program

- Before/After School
- Saturday School
- Pull out or Push-in Program
- Summer School
- One on One Tutoring
- Credit Recovery Program

Each site hires additional teachers or staff (Math Interventionist, Reading Interventionist, and Tutor) to support teachers during enrichment hours.

Each site uses several software programs (Aleks, IXL, Noredink, Newsela, Razkids, etc.) and intervention resources (Vmath, LANGUAGE, Voyager Passport, etc.) to use during individualized and/or small group instruction.

Additional stipends, staff, training, and resources for these programs will also be paid for with the reserved 20% of ESSER funds to focus on recovering learning loss due to the pandemic.

3. How the LEA will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act; and

The remaining funds will be used to upgrade and repair school facilities/equipment to more effectively reduce the risk of virus transmission, to create more areas in and around school grounds for safe and healthy student activities, to purchase additional technology to minimize disruptions to teaching/learning caused by isolation/quarantine protocols or school closures, to promote home visits and counseling to promote social emotional learning and wellness, and to hire additional interventionists, educational specialists, emotional counselors, and bilingual staff to meet the needs of all subsets of our student population.

4. How the LEA will 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 migratory students

DOVE Schools will use ARP ESSER III funds to Prepare, Prevent, and/or Respond to the COVID 19 impact on our district with additional focus on those students disproportionately affected. These student subgroups make up the majority of our student body: **86% are students of color, 83% are economically disadvantaged, 40% are English Learners, and 11% are students with disabilities.**

We will continue to identify the academic needs of our IEP, ELL and student subgroups disproportionately impacted by the COVID pandemic through state assessments, NWEA MAP benchmarks, teacher observations, homeless liaisons, counselors, and individual student growth and performance. Their social, emotional, and mental health needs will be identified through our Character Ed/SEL curriculum, counseling sessions, discipline trend reviews, home visits, and student/parent surveys.

English Language Learners

- Purchase of targeted software subscriptions with skill scaffolding programs (Eduskills, Finish Line, NewsELA, IXL, ALEKS, MyOn, etc.)
- Hiring additional bilingual staff to assist with translating and tutoring
- Hiring additional interventionists, tutors, and staff to provide even more small group support
- Pay stipends to staff to conduct home visits, after school tutoring, and Saturday School to extend the school day and academic year
- Purchasing additional technology devices to ensure all students have equitable access to the curriculum and instructors when not in the normal school setting
- Hire instructional coaches and provide targeted professional development to specifically target the needs and challenges of English learners

Students with Disabilities

- Purchase of targeted software subscriptions with skill scaffolding programs (NoRedInk, NewsELA, IXL, ALEKS, MyOn, etc.)
- Hiring additional interventionists, tutors, and staff to provide even more small group support
- Pay stipends to staff to conduct home visits, after school tutoring, and Saturday School to extend the school day and academic year
- Purchasing additional technology devices to ensure all students have equitable access to the curriculum and instructors when not in the normal school setting
- Hire instructional coaches and provide targeted professional development to specifically target the needs and challenges of IEP/504 students

Students of Color

- Pay stipends to staff to conduct home visits, after school tutoring, and Saturday School to extend the school day and academic year
- Purchasing additional technology devices to ensure students disproportionately affected have equitable access to the curriculum and instructors when not in the normal school setting
- Purchase of targeted software subscriptions with skill scaffolding programs (NoRedInk, IXL, ALEKS, MyOn, etc.)
- Hire additional interventionists, tutors, and staff to provide even more small group support

Economically Disadvantaged Students

- Purchase additional technology devices to ensure all students have equitable access to the curriculum and instructors when not in the normal school setting
- Pay stipends to staff to conduct home visits, after school tutoring, and Saturday School to extend the school day and academic year
- Hire additional interventionists, tutors, and staff to provide even more small group support
- Hire instructional coaches and provide targeted professional development to specifically target the needs and challenges of economically disadvantaged and other disproportionately impacted students