



Broken Arrow Public Schools
LEA Plan for Use of ARP ESSER Funds
2023-2024 School Year

Broken Arrow Public Schools has undertaken a comprehensive and collaborative approach to engage stakeholders, meticulously identifying the district's needs. Over the past three years, the district has fostered open communication channels with staff, parents, and students, while consulting school board members. To gain valuable insights, the district diligently reviewed the current Comprehensive Needs Assessment plan and conducted surveys. Additionally, a thorough analysis of various district and site data has been instrumental in shaping the district's vision.

Embracing Challenges and Focused Goals: Despite facing unprecedented challenges, from managing a teacher shortage to navigating the complexities of running a district amid rising costs, Broken Arrow Public Schools remains steadfast in its commitment to providing top-notch education. The district's unwavering determination centers on a successful transition back to in-person learning, ensuring students benefit from five days of enriching teacher-led experiences on campus. While pursuing this goal, our unwavering focus centers on tailoring personalized and equitable learning models, equipping all students with the essential tools and resources vital for their unique learning journey.

Empowering Parents with Choice: Recognizing the diverse preferences of our parents, Broken Arrow Public Schools has broadened its horizons by introducing the Virtual Academy, a comprehensive platform catering to parents who opt for hybrid learning for their children. This innovative academy offers an extensive array of courses from PreK to 12th grade, featuring flexible coursework designed to empower students. Certified Broken Arrow teachers provide unwavering support to students, building strong connections to ensure their success in the virtual realm. The commitment to personalized and attentive teaching is highlighted by dedicated one-on-one interactions between teachers and students, fostering an environment conducive to thriving in the virtual learning landscape.

Strategic Planning for Success: In close consultation with stakeholders, Broken Arrow Public Schools has meticulously identified crucial strategies and items required to address the pressing needs of the district. This dynamic consultation team will continue to meet and refine the district's approach, utilizing the ARP funds to comprehensively prepare, prevent, and respond to the challenges posed by COVID-19. By focusing on these critical areas, the district is poised to excel and elevate the educational experience for all its students, reaffirming its commitment to excellence.

Part 1: Strategies for Prevention and Mitigation of COVID

During the 23-24 school year, BAPS will continue to balance the inflow of one-time federal funding with our state revenue sources to ensure that fund balance and cash flow projections allow us to continue to operate with normal staffing levels.

ESSER III Project- Intended Purchases	Strategy/Description of use for Prevention & Mitigation
Existing Salaries- from previous year ESSER funds.	Support salaries to ensure no employees are furloughed & the district can run smoothly while school is in session.

Part 2: Strategies for Addressing Learning Loss

The instructional team met with stakeholders during the development of the CDAP to identify instructional and learning loss needs. Stakeholders were broken into subcommittees and met over a period of several months to gather feedback and develop a plan surrounding the district's needs. After reviewing all subcommittees plans and agendas the instructional team, along with other stakeholders, determined how to allocate these funds. A final meeting was held with the CDAP/ESSER committee to approve the final spending plan. These members include district administration, principals, teachers, and parents. The CDAP/ESSER meeting continued into the 2023-24 school year to use the remainder of funds that were not spent.

ESSER III Project- Intended Purchases	Strategy/Description of use for Addressing Learning Loss
Student Support Resource Framework, Student Curriculum, and Staff PD Module Development	This cadre of educators will develop a series of professional learning modules for teachers centered around strategies for classroom identifying and meeting the social-emotional needs of students. In addition, the cadre will develop classroom lessons which will assist teachers with building positive classroom communities and encourage positive relationships between students and teachers and among students as well. Lesson content will focus on growth-mindset, academic goal-setting, conflict resolution, and friendship skills.
Fees for School-Based Mental Health Therapy for Students In-Need	When there are needs that exceed what a guidance counselor is there to provide, a school-based therapist can further help with advocating for a child's needs and communicating with the family or guardian. Common issues they address include aggression, anxiety, depression, and trauma.
Social Service Specialist	Our school-based Social Service Specialists are a critical part of BAPS's' multi-tiered systems of support for students. These positions continue to be pivotal in eliminating barriers to school success by connecting students and their families with a multitude of school and community resources.
EL Supports	Online reading resource for secondary EL students. When older learners have reading difficulties it is often because they have gaps in the foundational decoding skills needed for fluent

	<p>reading. The Reading Horizons Elevate program helps older learners fill these gaps with assessment-driven explicit phonics instruction based on the principles of reading science.</p>
<p>Kagan Professional Development and materials</p>	<p>Kagan structures focus on student engagement in the classroom. The program shares research-based strategies for building classroom community, encouraging student ownership and leadership in their learning, and engaging ways to implement assessments for quick checks of understanding.</p> <p>Kagan Cooperative Learning Structures radically transform teaching and learning through multiple strategies/structures. When Kagan structures are in place, there is improved academic achievement, reduced achievement gap, improved thinking skills, reduction in discipline problems, and an increase of social skills, self-esteem, and liking for class and content. These are evidence-based proven positive outcomes occur at all grades and in all subject areas. The gains are not limited to the core curriculum; they hold true in fine arts, physical education, and leadership.</p>
<p>Responsive Classroom Training for Middle School Teachers</p>	<p>Responsive Classroom is an evidence-based approach to teaching that's deeply rooted in engaging academics, positive community, effective management, and developmental awareness. In this interactive and engaging four-day course, participants learn how to design and implement a middle school experience that's responsive to the developmental strengths and needs of young adolescents—while helping students develop the academic and social skills they need to be successful.</p>
<p>Lifelines Curriculum</p>	<p>Lifelines is a collection of programs for middle and high school students to address the important topic of teen suicide: from prevention to intervention to response. Included in this collection are three programs: Lifelines Prevention, which educates students, faculty, and parents on suicide prevention; Lifelines Intervention, which helps students and faculty in middle and high schools identify suicide warning signs; and Lifelines Postvention, which provides faculty and students in middle and high schools the tools to respond to suicide and traumatic deaths.</p>

Part 3: Other ARP ESSER III Expenditures

Broken Arrow Public Schools will not have any “other” expenditures in this category.

Expenditure	Allowable Use
The Bruman Group- Tiffany Kessler, Esq.	Mrs. Tiffany Kessler with the Bruman Group, PLLC, will consult, review and will provide assistance to Broken Arrow Public Schools regarding its compliance with the Uniform Administrative Requirements, Cost Principles and Audit Requirements for federal areas, located at 2 C.F.R. Part 200 (referred to as Uniform Grant Guidance), the Education Department General Administrative Regulations (EDGAR) and the use of funds under the Elementary and Secondary School Emergency Relief (ESSER) Fund.
Get Safe Professional Development for Parents	Mr. Brad Young with Get Safe will provide an in-person 2-hour Parenting With Purpose parental engagement for parents.

Part 4: Ensuring Most Vulnerable Populations Unique Needs are Addressed

The CDAP/ESSER committee and instructional team ensured that the interventions 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.

Population	Academic Needs	SEL Needs	Mental Health Needs
Low Income	<p>Title I and RSA summer school will be provided for students needing additional support over the summer.</p> <p>6th, 7th and 8th grade students who fall into tier II will be provided Imagine Learning to address learning loss. Middle school students will also use IXL for Tier II.</p> <p>Guided Readers will be purchased for all Title I sites.</p>	<p>Develop and implement an MTSS framework providing school-wide and individual classroom behavior support.</p> <p>Design and deliver professional development to teachers which is centered around identifying and meeting the social-emotional needs of students.</p> <p>Design tier one classroom SEL instruction which will assist teachers with</p>	<p>The Director of Health Services, Principals, Counselors, and Social Service Coordinators will work closely with our school-based mental health providers to ensure students in need of services receive support even when they lack a paysource for services.</p> <p>Additional mental health providers/therapists will be placed at schools with high numbers of economically disadvantaged</p>

	<p>Additional PD for Title sites to address learning loss.</p> <p>Chromebooks will be provided to students who do not have technology at home so they may access online ELA and Math programs at home.</p>	<p>building positive classroom communities and encourage positive relationships between students and teachers and among students as well. Lesson content will focus on growth-mindset, academic goal-setting, conflict resolution, and friendship skills.</p> <p>Continue to provide the support of school-based Social Service Coordinators who will work directly with building principals and counselors to ensure low-income students and families have access to the resources & help necessary for school success.</p>	<p>students to ensure students who need therapy services are served.</p>
<p>English Learners (EL)</p>	<p>Reading Horizons will provide secondary EL students with supplemental reading support.</p> <p>EL teachers will closely monitor and identify students in need of tutoring or other support.</p> <p>Language Line will be utilized to discuss tutoring needs in the parents home language.</p> <p>EL summer school will be provided for students needing additional support over the summer.</p>	<p>Develop and implement an MTSS framework providing school-wide and individual classroom behavior support.</p> <p>Design and deliver professional development to teachers which is centered around identifying and meeting the social-emotional needs of students.</p> <p>Design tier one classroom SEL instruction which will assist teachers with building positive classroom communities and encourage positive relationships between</p>	<p>The Director of Health Services, Principals, Counselors, and Social Service Coordinators will work closely with our school-based mental health providers to ensure English Learners in need of services are able to access these supports.</p> <p>EL teachers will closely monitor and identify students in need.</p> <p>Language Line, a translation service, will be utilized to more effectively collaborate with parents about student mental health needs.</p>

	<p>Chromebooks will be provided to students who do not have technology at home so they may access online ELA and Math programs at home.</p>	<p>students and teachers and among students as well. Lesson content will focus on growth-mindset, academic goal-setting, conflict resolution, and friendship skills.</p> <p>EL teachers will closely monitor and identify students in need of support.</p> <p>Language Line will be utilized to discuss student needs in the parents home language.</p> <p>Continue to provide the support of school-based Social Service Coordinators who will work directly with building principals and counselors to ensure EL students and families have access to the resources & help necessary for school success.</p>	
<p>Students of Color</p>	<p>At the elementary level, 2nd and 3rd grade students who are below the 40% percentile in RSA will be identified and offered summer school by a certified teacher to address learning loss.</p> <p>Chromebooks will be provided to students who do not have technology at home so they may access online ELA and Math programs at home.</p>	<p>Develop and implement an MTSS framework providing school-wide and individual classroom behavior support.</p> <p>Design and deliver professional development to teachers which is centered around identifying and meeting the social-emotional needs of students.</p> <p>Design tier one classroom SEL</p>	<p>The Director of Health Services, Principals, Counselors, and Social Service Coordinators will work closely with our school-based mental health providers to ensure students of color who are in need of services receive support.</p> <p>Additional mental health providers/therapists will be placed in schools to accommodate the greater demand for</p>

	<p>Additional tutoring will be offered by the Title VI grant.</p> <p>Title VI/JOM will provide a teacher for middle school students and offer in-school tutoring.</p>	<p>instruction which will assist teachers with building positive classroom communities and encourage positive relationships between students and teachers and among students as well. Lesson content will focus on growth-mindset, academic goal-setting, conflict resolution, and friendship skills.</p> <p>Continue to provide the support of school-based Social Service Coordinators who will work directly with building principals and counselors to ensure students and families of color have access to the resources & help necessary for school success.</p>	<p>school-based services.</p>
<p>Students with Disabilities</p>	<p>At the elementary level, 2nd and 3rd grade students who are below the 40% percentile in RSA will be identified and offered summer school by a certified teacher to address learning loss.</p> <p>A summer ESY (extended school year) program will be provided for students needing additional support over the summer.</p> <p>Pre-K focus on sensory and occupational learning to gain readiness skills.</p>	<p>Develop and implement an MTSS framework providing school-wide and individual classroom behavior support.</p> <p>Design and deliver professional development to teachers which is centered around identifying and meeting the social-emotional needs of students.</p> <p>Design tier one classroom SEL instruction which will assist teachers with building positive classroom communities</p>	<p>The Director of Health Services, Principals, Counselors, and Social Service Coordinators will work closely with our school-based mental health providers to ensure students with disabilities who are in need of services receive support.</p> <p>Additional mental health providers/therapists will be placed in schools to accommodate the greater demand for school-based services.</p>

	<p>Chromebooks will be provided to students who do not have technology at home so they may access online ELA and Math programs at home.</p>	<p>and encourage positive relationships between students and teachers and among students as well. Lesson content will focus on growth-mindset, academic goal-setting, conflict resolution, and friendship skills.</p> <p>Continue to provide the support of school-based Social Service Coordinators who will work directly with building principals and counselors to ensure students and families of color have access to the resources & help necessary for school success.</p>	
<p>Homeless Students</p>	<p>At the elementary level, 2nd and 3rd grade students who are below the 40% percentile in RSA will be identified and offered summer school by a certified teacher to address learning loss.</p> <p>The homeless liaison will help coordinate transportation as needed for tutoring.</p> <p>Student supplies and hygiene items will be disturbed when needed.</p> <p>Chromebooks will be provided to students who do not have technology at home so they may access online ELA and Math programs at home.</p>	<p>Develop and implement an MTSS framework providing school-wide and individual classroom behavior support.</p> <p>Design and deliver professional development to teachers which is centered around identifying and meeting the social-emotional needs of students.</p> <p>Design tier one classroom SEL instruction which will assist teachers with building positive classroom communities and encourage positive relationships between students and teachers and among students as</p>	<p>The Director of Health Services, Principals, Counselors, and Social Service Coordinators will work closely with our school-based mental health providers to ensure homeless students who are in need of services receive support.</p> <p>Additional mental health providers/therapists will be placed in schools to accommodate the greater demand for school-based services.</p> <p>The Homeless Parent Liaison will meet with homeless students to help identify mental health needs and refer</p>

	<p>Before and/or after school care as needed.</p>	<p>well. Lesson content will focus on growth-mindset, academic goal-setting, conflict resolution, and friendship skills.</p> <p>Continue to provide the support of school-based Social Service Coordinators who will work directly with building principals and counselors to ensure students and families of color have access to the resources & help necessary for school success.</p>	<p>for additional counseling when necessary.</p>
<p>Foster Care Students</p>	<p>At the elementary level, 2nd and 3rd grade students who are below the 40% percentile in RSA will be identified and offered summer school by a certified teacher to address learning loss.</p> <p>Student supplies if needed.</p> <p>Chromebooks will be provided to students who do not have technology at home so they may access online ELA and Math programs at home.</p>	<p>Develop and implement an MTSS framework providing school-wide and individual classroom behavior support.</p> <p>Design and deliver professional development to teachers which is centered around identifying and meeting the social-emotional needs of students.</p> <p>Design tier one classroom SEL instruction which will assist teachers with building positive classroom communities and encourage positive relationships between students and teachers and among students as well. Lesson content will focus on growth-mindset, academic goal-setting,</p>	<p>The Director of Health Services, Principals, Counselors, and Social Service Coordinators will work closely with our school-based mental health providers to ensure students in foster care who are in need of services receive support.</p> <p>Additional mental health providers/ therapists will be placed in schools to accommodate the greater demand for school-based services.</p> <p>The Foster Liaison will meet with foster students to help identify mental health needs and refer for additional counseling when necessary.</p>

		<p>conflict resolution, and friendship skills.</p> <p>Continue to provide the support of school-based Social Service Coordinators who will work directly with building principals and counselors to ensure students and families of color have access to the resources & help necessary for school success.</p>	
<p>Migrant Students</p>	<p>At the elementary level, 2nd and 3rd grade students who are below the 40% percentile in RSA will be identified and offered summer school by a certified teacher to address learning loss.</p> <p>Chromebooks will be provided to students who do not have technology at home so they may access online ELA and Math programs at home.</p>	<p>Develop and implement an MTSS framework providing school-wide and individual classroom behavior support.</p> <p>Design and deliver professional development to teachers which is centered around identifying and meeting the social-emotional needs of students.</p> <p>Design tier one classroom SEL instruction which will assist teachers with building positive classroom communities and encourage positive relationships between students and teachers and among students as well. Lesson content will focus on growth-mindset, academic goal-setting, conflict resolution, and friendship skills.</p> <p>Continue to provide the</p>	<p>The Director of Health Services, Principals, Counselors, and Social Service Coordinators will work closely with our school-based mental health providers to ensure migrant students who are in need of services receive support.</p> <p>Additional mental health providers/therapists will be placed in schools to accommodate the greater demand for school-based services.</p>

		support of school-based Social Service Coordinators who will work directly with building principals and counselors to ensure students and families of color have access to the resources & help necessary for school success.	
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****Currently we do not have any migrant students; however, listed above is how we will serve them if any enroll during the school year.*

Key

- ARP - American Rescue Plan
- CDAP - Comprehensive District Academic Plan
- ELA - English Language Arts
- ESSER - Elementary and Secondary School Emergency Relief Fund
- LEA - Local Educational Agency
- PD - Professional Development
- RSA - Reading Sufficiency Act
- RTI- Response To Intervention
- SEL - Social Emotional Learning
- SPED - Special Education
- STEM- Science Technology Engineering & Math

Please use the link below to share your comments or suggestions.
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