

Cherokee Immersion Charter School

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 Cherokee Immersion Charter School, but we are proud to have implemented safety measures that allowed us to keep open our doors toward the middle of the 2020-21 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 Cherokee Immersion Charter School to continue to effectively serve our students, even in the event of the pandemic lingering into the 2022-2023 school year.

ESSER III Project	Strategy/Item for Prevention & Mitigation
Dell 2-in-1 Tablets	Complete the 1:1 count of student devices to prevent shared devices and possible spread of the virus; to prepare for periods of remote learning
MiFi Devices	Provide households without internet with a dedicated internet connectivity device for students if remote learning is required
Water Bottles	With the school having changed to water dispensers that require a container to fill, refillable bottles allow for the safest means of providing students and staff with water

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
Afterschool Program	Target student language and academic deficiencies through afterschool program. Individual tutors will be hired and utilized to work with students based on their specific deficiencies.
Education Kits	Kits for students to take home that cover academic areas such as math, science, language arts, social studies, etc.
Summer Program	Provide a language and academic intensive program in the month of June. Program elements will be built around student language and academic assessments conducted at the end of the school year in April and May.

- 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

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 of the Cherokee Immersion Charter School 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

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, children in foster care, and migratory students.

Our Commitment to the Continuity of Services

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>Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Chickasaw Nation.</p>
MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Color	<p>Interventionist:</p> <p>Implement evidence-based Tier 1 instruction.</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded</p>	<p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify</p>	<p>Counselor: Provide school counseling program to meet emergent needs.</p>

	<p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>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>needs and times of possible crisis.</p>	<p>Professional support through agencies and Cherokee Nation Behavioral Health.</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 EIs</p> <p>Purchase Eduskills 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>Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Counselor: Provide school counseling program to meet emergent needs.</p>
MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students with Disabilities	<p>Interventionist: Implement evidence-based Tier 1 instruction.</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded</p>	<p>Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow</p>	<p>Counselor: Provide school counseling program to meet emergent needs.</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>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>the MVPs to identify needs and times of possible crisis.</p>	<p>Professional support through agencies and Cherokee Nation Behavioral Health.</p>
<p>Students Experiencing Homelessness</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 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</p>	<p>Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Counselor: Provide school counseling program to meet emergent needs.</p> <p>Professional support through agencies and Cherokee Nation Behavioral Health.</p>

		programs of academics and activities.		
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>Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Counselor: Provide school counseling program to meet emergent needs.</p> <p>Professional support through agencies and Cherokee Nation Behavioral Health.</p>
Migratory Students	<p>Identify any migratory students at the point of enrollment.</p> <p>Interventionist: Assess for learning targets.</p> <p>Implement Tier I, II, and III Instruction 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>Counselor: Implement a Cadre of Care – teachers who commit to follow the MVPs to identify needs and times of possible crisis.</p>	<p>Counselor: Provide school counseling program to meet emergent needs.</p> <p>Professional support through agencies and Cherokee Nation Behavioral Health.</p>