

Plans for the Use of ESSER III Funds:

The United States Department of Education (USED) is requiring two plans from all recipients of ESSER III funds:

1) A plan for the safe return to in-person instruction and continuity of services

The requirement for this plan is likely **met by your District Reopening Plan** submitted to DESE in August of 2020, along with any subsequent amendments (see Tab 3 Assurances). It will need to be revisited and revised as necessary every 6 months, including soliciting stakeholder input and considering changes to CDC guidance.

2) A plan for the Use of ESSER III Funds, based on broad stakeholder input, and addressing the following:

- The district's **prevention and mitigation strategies**, including extent district has adopted CDC recommendations (**Step 4.4**)
 - How the district will use its **20% reservation of ESSER III funds to address loss of instructional time with evidence-based interventions (Step 4.2 and Tab 6, Budget)**
 - How the district will spend the remainder of its ESSER III funds for **allowable expenditures (Tab 5) and budget (Tab 6)**
 - How the use of ESSER III funds will respond to the **academic, social, emotional and mental health needs** of all students, especially **those disproportionately impacted by the COVID-19 pandemic (Tab 4.2, Tab 4.3)**, including:
 - students from low-income families
 - students of color
 - English learners
 - students with disabilities
 - students experiencing homelessness
 - students in foster care
 - migratory students
 - students who are incarcerated
 - other underserved students

This application, when fully and thoughtfully completed, along with your District Reopening Plans, will constitute the plans required by USED. These plans must be published on your website and must be accessible to families in a language they understand, either translated in writing or orally, as well as in an accessible format for those with disabilities.

You should expect that DESE will be collecting data and other information from you as a result of implementation of your plans for and use of ESSER funds.

Step 4.1 of 4.4	ESSER III regulations require that the stakeholder groups below be meaningfully consulted as part of the planning process for use of ESSER III funds. Which of the following groups have you consulted with? (check all that apply)	If you have not yet consulted with this group in planning for use of ESSER III funds, when and how do you plan to get their input?
<input type="checkbox"/>	Students	Student input is gathered through student surveys provided annually as well as optional survey opportunities 2-3 additional times per year.
<input type="checkbox"/>	Families	
<input type="checkbox"/>	School and District administrators, including special education administrators	
<input type="checkbox"/>	School leaders	
<input type="checkbox"/>	Teachers	
<input type="checkbox"/>	Other educators	
<input type="checkbox"/>	School staff	
<input type="checkbox"/>	Unions representing educators and school staff	N/A
<input type="checkbox"/>	Tribes*	N/A
<input type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	
<input type="checkbox"/>	Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.*	

*To the extent present in or served by the district

**Step 4.2
of 4.4**

Evidence-Based Strategies, Interventions, and Supports:

Describe how ESSER III funds, including the required 20% reservation, will be used to respond to students' social, emotional, and academic needs through *evidence-based* interventions, how progress will be measured, and how/if chosen interventions address disproportionate impact of COVID-19 on underserved subgroups. Select from the following list of evidence-based interventions and provide a narrative at the bottom of this step for any of your district's evidence-based initiatives that are not listed. **Note: Your district's 20% reservation to address loss of instructional time must be spent on evidence-based interventions.**

Enhanced Core Instruction	Our district is using ESSER III funds for this strategy	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Expanding access to full-day, high-quality prekindergarten	Select	Select		
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	Ongoing assessment data is used to measure progress, as provided by E-learning platforms such as STEP OAS and mClass, which provide nationally-normed reading level assessments, and Zearn and Khan Academy, which provide content-based assessments and/or progress monitoring.	The purchase and expansion of high-quality, aligned E-Learning platforms addresses the disproportionate impact of COVID-19 across the LEA's population, which is 96% black/latinx, 69% students from low-income families, and 20% English Language Learners. The platforms funded here combat the academic impact of the pandemic which led to significant decreases in MCAS scores in 2021 compared to 2019, including an overall 22% drop in ELA and 41% drop in Math in grades 5-8 and a 15% drop in HS Math. These E-learning platforms provide support combatting this impact by providing (a) regular, ongoing, normed student achievement and performance data to inform instruction in real time, and (b) additional content not previously addressed at the grade levels now needing remediation, or not previously provided at the volume, depth, and breadth of materials now required. This will facilitate more targeted, individualized instruction to ensure each learner receives on-level instruction to build requisite remedial skills and conceptual understanding.
Professional development for teachers and administrators re: culturally responsive teaching	Select	Select		
Screening assessments and associated professional development (e.g., early literacy screening)	Select	Select		
Expanding access to career-technical education (including "After Dark" district/vocational partnerships), innovation pathways, and advanced placement courses (including fee subsidies and teacher training)	Select	Select		
Extending the school day/year and prioritizing student access to additional time by student need	Select	Select		
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Select	Select		
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Yes	Yes	Ongoing assessment data is used to measure progress, as provided by internal interim assessments as well as E-learning platforms such as STEP OAS and mClass, which provide nationally-normed reading level assessments, and Zearn and Khan Academy, which provide content-based assessments and/or progress monitoring.	The creation of updated and new curricular materials to strengthen data cycles addresses the disproportionate impact of COVID-19 across the LEA's population, which is 96% black/latinx, 69% students from low-income families, and 20% English Language Learners. The curricular work funded here combats the academic impact of the pandemic which led to significant decreases in MCAS scores in 2021 compared to 2019, including an overall 22% drop in ELA and 41% drop in Math in grades 5-8 and a 15% drop in HS Math. The output of creating updated, expanded curricular materials provides support combatting this impact by providing additional content not previously addressed at the grade levels now needing remediation, or not previously provided at the volume, depth, and breadth of materials now required. This will facilitate more targeted, individualized instruction to ensure each learner receives on-level instruction to build requisite remedial skills and conceptual understanding.
Early college programs, particularly those focused on students underrepresented in higher education	Select	Select		

Targeted Student Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	Select	Select		
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	Summer Academy provides an extended learning opportunity for students demonstrating specific curricular needs based on class grades from the previous year, as well as reading levels for our youngest learners. We measure progress through curriculum-specific assessments provided during Summer School, as well as reading level assessment where appropriate.	Summer academy will continue to focus primarily on students who are most at risk of falling behind, with increased capacity to match the increased numbers meeting this metric. It therefore addresses the disproportionate impact of COVID-19 across the LEA's population, which is 96% black/latinx, 69% students from low-income families, and 20% English Language Learners. The teacher stipends and other costs funded here combat the academic impact of the pandemic which led to significant decreases in MCAS scores in 2021 compared to 2019, including an overall 22% drop in ELA and 41% drop in Math in grades 5-8 and a 15% drop in HS Math. They will provide support combatting this impact by facilitating more targeted, individualized instruction on learning gaps identified as persistent at the end of each school year, to ensure each learner receives additional support to facilitate engagement with next grade level content.
Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development	Select	Select		
Community-based afterschool programs for parents, including citizenship and ESL classes	Select	Select		
Dropout prevention and recovery programs	Select	Select		

Talent Development and Staffing	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care) ? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Select	Select		
Diversifying the educator workforce through recruitment and retention strategies	Select	Select		
Strategies to staff hard-to-staff schools and positions with high-performing educators	Select	Select		
Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses	Select	Select		
Increasing high-quality common planning time for teachers and academic support staff	Select	Select		
Developing leadership pipeline programs for schools	Select	Select		
Labor-management partnerships to improve student performance	Select	Select		

Conditions for Student Success - Social/Emotional and Mental Health Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Yes	Select	Across all grade levels, we monitor chronic absenteeism rates and other attendance metrics to determine at-risk potential and also as a measure of effectiveness for our mental health initiatives such as change summer, afterschool enrichment, and our Social Worker and Dean of Students-led supports and initiatives. Deans of Students and Social Workers work together as a team to identify and support the socio-emotional needs of students disproportionately impacted by the COVID-19 pandemic.	This strategy is intended to support all students in this single gradespan charter LEA, which is comprised primarily of disproportionately impacted subgroups, including 96% black/latinx students, 69% students from low-income families, and 20% English Language Learners. The impact being addressed is the negative social/emotional and mental health impact of the pandemic leading to decreased school attendance and/or school engagement. This strategy will provide support by deploying dedicated staff members to connect directly with students and their families meeting these criteria to determine and provide individualized support and assistance.
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Select	Select		
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Yes	Select	This LEA uses attendance and survey data that measure behavioral indicators of emotional health to measure progress in the sponsored summer enrichment programming provided to support students' physical, social, and emotional health. Attendance data for participants is compared to internal and regional averages as well as historical data for the participants, while surveys of participants provide data regarding the impact on behavioral indicators to inform ongoing decision-making on participation.	This strategy is intended to support all students in this single gradespan charter LEA, which is comprised primarily of disproportionately impacted subgroups, including 96% black/latinx students, 69% students from low-income families, and 20% English Language Learners. The impact being addressed is the negative social/emotional and mental health impact of the pandemic leading to decreased school attendance and/or school engagement. This strategy will provide support by providing students with access to positive and supportive environments and experiences which correlate with improved social/emotional health. Multiple studies, including Garst/Whittington (Garst, Barry A. and Anja Whittington. The Role of Camp in Shaping College Readiness and Building a Pathway to the Future for Camp Alumni. Journal of Youth Development. April 2018.), have shown the benefit to mental and emotional health derived from exercise, outdoor play, and exposure to nature. We see a focus on socio-emotional health for all of our students as essential to our response to the impact of the pandemic.
Arranging for wraparound services to be provided at schools	Select	Select		
Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments	Select	Select		
Create transitional programs, partnering with community based organizations, for students with mental health or behavioral-related absences returning to school	Select	Select		
Parent-teacher home visiting programs to build positive relationships between home and school	Select	Select		
Facilities improvements to create healthy and safe school environments	Select	Select		

Other Interventions/Strategies/Supports <i>Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above</i>		This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Continued facility and supply maintenance: ongoing purchase of COVID-specific consumables not normally utilized for regular safety or maintenance; ventilation supplies to mitigate as much as possible the environmental risk of virus transmission and to improve safety at full capacity, in alignment with CDC recommendations; as well as COVID-specific support from external cleaning vendors, including regular deep cleans, disinfecting, and incident-specific sanitation.		Select	In order to monitor the effectiveness of our strategies in regard to Safe Return to In-person Instruction, we monitor and review case data as well as any instance of community outbreak or community spread and measure our implementation against CDC guidance and requirements.	This strategy is intended to support all students in this single gradespan charter LEA, which is comprised primarily of disproportionately impacted subgroups, including 96% black/latinx students, 69% students from low-income families, and 20% English Language Learners. The impact being addressed is the ability to safely engage in in-person learning due to possible exposure to the COVID-19 virus. This strategy will mitigate possible exposure, thereby increasing the LEA's ability to safely provide in-person instruction.
Instructional leadership roles, including Principals, Deans of Curriculum and Instruction, Instructional Fellows, and other Instructional Leadership roles are shifting to internalize the new curriculums, teaching modalities, and off-grade-level pedagogical content knowledge and provide the appropriate real-time coaching and support to classroom teachers and small group instructors. New teacher training, both in the form of formal professional development sessions, and through teacher planning meetings and ongoing coaching, is required to support the success of the COVID Recovery interventions and initiatives being implemented.		Select	Ongoing assessment data is used to measure progress, as provided by internal interim assessments as well as E-learning platforms such as STEP OAS and mClass, which provide nationally-normed reading level assessments, and Zearn and Khan Academy, which provide content-based assessments and/or progress monitoring.	This strategy is intended to support all students in this single gradespan charter LEA, which is comprised primarily of disproportionately impacted subgroups, including 96% black/latinx students, 69% students from low-income families, and 20% English Language Learners. The impact being addressed is the academic impact of the pandemic which led to significant decreases in MCAS scores in 2021 compared to 2019, including an overall 22% drop in ELA and 41% drop in Math in grades 5-8 and a 15% drop in HS Math. The output of supporting new teaching modalities, curriculums, assessments, and student needs provides support combatting this impact by ensuring the best possible efficacy of the entire suite of instructional changes being implemented. This will facilitate more targeted, individualized instruction to ensure each learner receives on-level instruction to build requisite remedial skills and conceptual understanding.

<p>Technological Infrastructure: In order to meet the needs of ensuring academic continuity for student learning, the LEA must continue to ensure that each student has a computer and required support to access learning even in the case of disruptions to the in-person learning environment. On an ongoing basis, hardware and building infrastructure will need to be updated annually to pace ahead of demand and manage necessary loss due to breakage, misplacement, and end-of-life maintenance. This includes such expenses as annual chromebook replacement and expansion for new students; in-building infrastructure including chromebook storage, charging, and security; and bandwidth, data storage, and security capacity.</p>		Select	<p>This LEA will measure progress in our expansion of technological support for our students through our chromebook management system, Asset Panda, as well as by monitoring IT Support tickets by quantity and type, break/fix metrics, and connectivity/down-time rates in our facilities. We will also use student and parent surveys to gather input on resources and support provided.</p>	<p>This strategy is intended to support all students in this single gradespan charter LEA, which is comprised primarily of disproportionately impacted subgroups, including 96% black/latinx students, 69% students from low-income families, and 20% English Language Learners. The impact being addressed is the ability to access instruction via technology supports in all learning instances (in-person, hybrid, and remote). This strategy will do the essential work of removing the barrier to learning presented by differences in technology access.</p>
<p>Operations teams (Directors of Operations, Operational Fellows, and other school-based staff) create and carry out the contingency plans outlined in the Safe Return to In-Person Instruction plan and all functions to support academic continuity in the face of ongoing instructional disruption due to the pandemic. Their portion of COVID response therefore includes logistics and infrastructure for all possible contingencies; scheduling; communication around emergent changes; management of cleaning, testing, tracing, and resulting actions; daily access management based on current health and safety protocols; remote attendance operations; school systems updates and management; and all the other behind-the-scenes tasks that must happen so the academic team can focus its full attention on curriculum, instruction, and assessment. Operations teams must also maintain the continuity to instruction during transitions between in-person and remote learning for individual students requiring temporary quarantine as well as larger groups of students quarantining due to in-school exposure or risk of exposure, including troubleshooting in advance any possible interruptions to learning such changes might create.</p>		Select	<p>Specific to Operations roles funded by the grant, we monitor and review case data as well as any instance of community outbreak or community spread. Success is further measured by the extent to which we are able to successfully provide instruction both in-person and remotely as needed, and maintain safe spaces through execution of the Safe Return to In-person Instruction Plan.</p>	<p>This strategy is intended to support all students in this single gradespan charter LEA, which is comprised primarily of disproportionately impacted subgroups, including 96% black/latinx students, 69% students from low-income families, and 20% English Language Learners. The impact being addressed is the ability to safely engage in in-person learning due to possible exposure to the COVID-19 virus as well as provide academic continuity for students through the changes to health and safety requirements ongoing. This strategy will dedicate staff time to all required actions in mitigating possible exposure and supporting such continuity, thereby increasing the LEA's ability to safely provide instruction.</p>

<p>Teachers and Instructional Staff have fundamentally adjusted the planning, preparation, actual content, and strategic approach to the instruction that they provide daily to meet the unique and unprecedented needs of students following the COVID-19 pandemic. Teachers are utilizing new socio-emotional support tools and resources, learning all new content for off-grade level content, engaging with students in new groupings based on student need, under different schedules that prioritize some subjects while deprioritizing others, using new and updated technology resources, and are receiving constant coaching and professional development to synthesize their new roles and provide the instruction and the environment needed by students. Some examples of specific teaching adjustments in this LEA include:</p> <ul style="list-style-type: none"> - Guided Reading/Reading Mastery Instruction: the LEA has fundamentally shifted its approach to small group reading instruction. By now using the new assessment platforms STEP OAS and mClass, teachers provide leveled learning in small groups with updated and expanded curriculum to meet students' current needs. Teacher training and ongoing coaching and development has been re-written to support teacher use of the assessments and the data they provide, and the new content at each F&P or lexile level. - Math Acceleration: the new Math Acceleration model builds small group instruction directly into the math classroom. During this time, teachers meet with students in small groups on a rotation to provide targeted on-level instruction while other students work independently on leveled content through individualized educational technology platforms. - Just In Time (JIT) Lessons: Teachers are providing on average the equivalent of 1 full class period per week or 20% of instructional time on remedial concepts that reinforce the conceptual understanding needed to engage authentically with grade-level content. For example, Algebra II teachers assess for need and provide instruction on the quadratic equation, an Algebra I skill, as needed to support students' ability to fully understand the Algebra II content that requires that knowledge. 		Yes	<p>Data will be gathered via online E-learning/assessment platforms such as STEP OAS and mClass, which provide nationally-normed reading level assessments; Zearn and Khan Academy, which provide content-based assessments and progress monitoring; and teacher-driven formative assessments such as Do Nows, Exit Tickets, quizzes, and interim assessments, which both inform the need for accelerated content and measure its efficacy. Finally, MCAS data will provide normed summative results on a year over year basis.</p>	<p>Our instructional programming for Reading and Math Instruction uses assessment data to group students based on need in order to target individually-identified learning gaps. Similarly, teacher-driven formative assessments including Do Nows and Exit Tickets allow targeted accelerated support based on student need. These strategies therefore address the disproportionate impact of COVID-19 across the LEA's population, which is 96% black/latinx, 69% students from low-income families, and 20% English Language Learners. The teacher salaries and other costs funded here combat the academic impact of the pandemic which led to significant decreases in MCAS scores in 2021 compared to 2019, including an overall 22% drop in ELA and 41% drop in Math in grades 5-8 and a 15% drop in HS Math. They will provide support combatting this impact by facilitating more targeted, individualized instruction on learning gaps identified by the assessment model, to ensure each learner receives additional support to facilitate engagement with on-grade-level content.</p>
<p>Afterschool Enrichment: This LEA provides a robust and varied suite of after school programming for all interested students, geared toward supporting students' physical, social, and emotional health through collaborative play, teamwork, positive socialization, and non-academic skill building. This expanded programming is crucial to the LEA's total response to the pandemic as part of our efforts to provide significant social/emotional and mental health supports and outlets to support students' physical, social, and emotional health through collaborative play, teamwork, positive socialization, and non-academic skill building. These programs vary by school site, and range from Step dance, Student Council, Basketball and Soccer, to Performing Arts, Football, Volleyball, and Science Club for Girls, including a combination of physical activities and sports, arts-based programming, and STEAM-based programming to engage students with a variety of interests</p>		Select	<p>This LEA uses attendance and survey data to measure progress in the enrichment programming provided. Attendance data for participants is compared to internal and regional averages as well as historical data for the participants, while surveys of participants and staff provide crucial qualitative measures to inform ongoing adjustments to programming.</p>	<p>This strategy is intended to support all students in this single gradespan charter LEA, which is comprised primarily of disproportionately impacted subgroups, including 96% black/latinx students, 69% students from low-income families, and 20% English Language Learners. The impact being addressed is the negative social/emotional and mental health impact of the pandemic leading to decreased school attendance and/or school engagement. This strategy will provide support by providing access to the school community in unique and joyful ways that allow students to create bonds with peers and adults while engaging in activities that stimulate non-academic aspects of well-being.</p>